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GRADE
8

Grammar, Language, and Composition Guide:

Student Edition

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Student Edition

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Grammar and Language Workbook

GRADE 8



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Handbook of Definitions and Rules



SUBJECTS AND PREDICATES

1. The **simple subject** is the key noun or pronoun that tells what the sentence is about. A **compound subject** is made up of two or more simple subjects that are joined by a conjunction and have the same verb.
The **lantern** glows. **Moths** and **bugs** fly nearby.
2. The **simple predicate** is the verb or verb phrase that expresses the essential thought about the subject of the sentence. A **compound predicate** is made up of two or more verbs or verb phrases that are joined by a conjunction and have the same subject.
Rachel **jogged** down the hill.
Pete **stretched** and **exercised** for an hour.
3. The **complete subject** consists of the simple subject and all the words that modify it.
Golden curly hair framed the child's face.
The soft glow of sunset made her happy.
4. The **complete predicate** consists of the simple predicate and all the words that modify it or complete its meaning.
Lindy **ate a delicious muffin for breakfast**.
The apple muffin **also contained raisins**.
5. Usually the subject comes before the predicate in a sentence. In inverted sentences, all or part of the predicate precedes the subject.
(You) Wait for me at the corner. (request)
Through the toys **raced the children**. (inverted)
Is the teacher feeling better? (question)
There **are seats** in the first row.

PARTS OF SPEECH

Nouns

1. A **singular noun** is a word that names one person, place, thing, or idea.
aunt meadow pencil friendship
A **plural noun** names more than one person, place, thing, or idea.
aunts meadows pencils friendships
2. To help you determine whether a word in a sentence is a noun, try adding it to the following sentences. Nouns will fit in at least one of these sentences:
He said something about _____. I know something about a(n) _____.
He said something about **aunts**. I know something about a **meadow**.
3. A **common noun** names a general class of people, places, things, or ideas.
sailor city holiday music
A **proper noun** specifies a particular person, place, thing, event, or idea. Proper nouns are always capitalized.
Captain Ahab **Rome** **Memorial Day** *Treasure Island*

4. A **concrete noun** names an object that occupies space or that can be recognized by any of the senses.

leaf melody desk aroma

An **abstract noun** names an idea, a quality, or a characteristic.

peace health strength contentment

5. A **collective noun** names a group. When the collective noun refers to the group as a whole, it is singular. When it refers to the individual group members, the collective noun is plural.

The **family** eats dinner together every night. (singular)

The **council** vote as they wish on the pay increase. (plural)

6. A **possessive noun** shows possession, ownership, or the relationship between two nouns.

Monica's book the **rabbit's** ears the **hamster's** cage

Verbs

1. A **verb** is a word that expresses action or a state of being and is necessary to make a statement. A verb will fit one or more of these sentences:

He _____. We _____. She _____ it.

He **knows**. We **walk**. She **sees** it.

2. An **action verb** tells what someone or something does. The two types of action verbs are transitive and intransitive. A **transitive verb** is followed by a word or words—called the direct object—that answer the question *what?* or *whom?* An **intransitive verb** is not followed by a word that answers *what?* or *whom?*

Transitive: The tourists **saw** the ruins.

The janitor **washed** the window.

Intransitive: Owls **hooted** during the night.

The children **played** noisily.

3. An indirect object receives what the direct object names.

Marcy sent **her brother** a present.

4. A **linking verb** links, or joins, the subject of a sentence with an adjective or nominative.

The trucks **were** red. (adjective)

She **became** an excellent swimmer. (nominative)

5. A **verb phrase** consists of a main verb and all its auxiliary, or helping, verbs.

We **had been told** of his arrival.

They **are listening** to a symphony.

6. Verbs have four **principal parts** or forms: base, past, present participle, and past participle.

Base: I **talk**.

Present Participle: I am **talking**.

Past: I **talked**.

Past Participle: I have **talked**.

Regular verbs form their past form and past participle by adding *-ed* to the base form.

7. **Irregular verbs** form their past form and past participle without adding *-ed* to the base form.

PRINCIPAL PARTS OF IRREGULAR VERBS

Base Form	Past Form	Past Participle	Base Form	Past Form	Past Participle
be	was, were	been	lead	led	led
beat	beat	beaten	lend	lent	lent
become	became	become	lie	lay	lain
begin	began	begun	lose	lost	lost
bite	bit	bitten <i>or</i> bit	put	put	put
blow	blew	blown	ride	rode	ridden
break	broke	broken	ring	rang	rung
bring	brought	brought	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
do	did	done	set	set	set
draw	drew	drawn	shrink	shrank <i>or</i> shrunk	shrunk <i>or</i> shrunken
drink	drank	drunk	sing	sang	sung
drive	drove	driven	sit	sat	sat
eat	ate	eaten	speak	spoke	spoken
fall	fell	fallen	spring	sprang <i>or</i> sprung	sprung
feel	felt	felt	steal	stole	stolen
find	found	found	swim	swam	swum
fly	flew	flown	take	took	taken
freeze	froze	frozen	tear	tore	torn
get	got	got <i>or</i> gotten	tell	told	told
give	gave	given	think	thought	thought
go	went	gone	throw	threw	thrown
grow	grew	grown	wear	wore	worn
hang	hung <i>or</i> hanged	hung <i>or</i> hanged	win	won	won
have	had	had	write	wrote	written
know	knew	known			
lay	laid	laid			

8. The principle parts are used to form six verb tenses. The **tense** of a verb expresses time.

Simple Tenses

Present Tense: She **speaks**. (present or habitual action)

Past Tense: She **spoke**. (action completed in the past)

Future Tense: She **will speak**. (action to be done in the future)

Perfect Tenses

Present Perfect Tense: She **has spoken**. (action just done or still in effect)

Past Perfect Tense: She **had spoken**. (action completed before some other past action)

Future Perfect Tense: She **will have spoken**. (action to be completed before some future time)

9. **Progressive forms** of verbs are made up of a form of *be* and a present participle and express a continuing action. **Emphatic forms** are made up of a form of *do*, and a base form and add emphasis or ask questions.

Progressive: Marla **is babysitting**. The toddlers **have been napping** for an hour.

Emphatic: They **do prefer** beef to pork.

We **did ask** for a quiet table.

10. The **voice** of a verb shows whether the subject performs the action or receives the action of the verb. A sentence is in the **active voice** when the subject performs the action. A sentence is in the **passive voice** when the subject receives the action of the verb.

The robin **ate** the worm. (active)

The worm **was eaten** by the robin. (passive)

Pronouns

1. A **pronoun** takes the place of a noun, a group of words acting as a noun, or another pronoun.
2. A **personal pronoun** refers to a specific person or thing. **First-person** personal pronouns refer to the speaker, **second-person** pronouns refer to the one spoken to, and **third-person** pronouns refer to the one spoken about.

	Singular	Plural
First Person	I, me, my, mine	we, us, our, ours
Second Person	you, your, yours	you, your, yours
Third Person	he, she, it, him, her, his, hers, its	they, them, their, theirs

3. A **reflexive pronoun** refers to the subject of the sentence. An **intensive pronoun** adds emphasis to a noun or another pronoun. A **demonstrative pronoun** points out specific persons, places, things, or ideas.

Reflexive: **Nikki** prepares **himself** for the day-long hike.

Intensive: **Nikki himself** prepares for the day-long hike.

Demonstrative: **That** was a good movie! **These** are the files you wanted.

4. An **interrogative pronoun** is used to form questions. A **relative pronoun** is used to introduce a subordinate clause. An **indefinite pronoun** refers to persons, places, or things in a more general way than a personal pronoun does.

Interrogative: **Whose** are these? **Which** did you prefer?

Relative: The bread **that** we tasted was whole wheat.

Indefinite: **Someone** has already told them. **Everyone** agrees on the answer.

5. Use the subject form of a personal pronoun when it is used as a subject or when it follows a linking verb.

He writes stories. Are **they** ready? It is **I**. (after linking verb)

6. Use the object form of a personal pronoun when it is an object.

Mrs. Cleary called **us**. (direct object) Stephen offered **us** a ride. (indirect object)

Sara will go with **us**. (object of preposition)

7. Use a **possessive pronoun** to replace a possessive noun. Never use an apostrophe in a possessive personal pronoun.

Their science experiment is just like **ours**.

8. When a pronoun is followed by an appositive, use the subject pronoun if the appositive is the subject. Use the object pronoun if the appositive is an object. To test whether the pronoun is correct, read the sentence without the appositive.
We eighth-graders would like to thank you.
 The success of **us** geometry students is due to Ms. Marcia.
9. In incomplete comparisons, choose the pronoun that you would use if the missing words were fully expressed.
 Harris can play scales faster than **I** (can).
 It is worth more to you than (it is to) **me**.
10. In questions use *who* for subjects and *whom* for objects.
Who wants another story?
Whom will the class choose as treasurer?

 In subordinate clauses use *who* and *whoever* as subjects and after linking verbs, and use *whom* and *whomever* as objects.
 These souvenirs are for **whoever** wants to pay the price.
 The manager will train **whomever** the president hires.
11. An **antecedent** is the word or group of words to which a pronoun refers or that a pronoun replaces. All pronouns must agree with their antecedents in number, gender, and person.
 Marco's **sister** spent **her** vacation in San Diego.
 The huge old **trees** held **their** own against the storm.
12. Make sure that the antecedent of a pronoun is clearly stated.
 UNCLEAR: Mrs. Cardonal baked cookies with her daughters, hoping to sell **them** at the bake sale.
 CLEAR: Mrs. Cardonal baked cookies with her daughters, hoping to sell **the cookies** at the bake sale.
 UNCLEAR: If you don't tie the balloon to the stroller, **it** will blow away.
 CLEAR: If you don't tie the balloon to the stroller, **the balloon** will blow away.

Adjectives

1. An **adjective** modifies, or describes, a noun or pronoun by providing more information or giving a specific detail.
 The **smooth** surface of the lake gleamed.
Frosty trees glistened in the sun.
2. Most adjectives will fit this sentence:
 The _____ one seems very _____.
 The **handmade** one seems very **colorful**.
3. **Articles** are the adjectives *a*, *an*, and *the*. Articles do not meet the preceding test for adjectives.
4. A **proper adjective** is formed from a proper noun and begins with a capital letter.
 Tricia admired the **Scottish** sweaters.
 Our **Mexican** vacation was memorable.

5. The comparative form of an adjective compares two things or people. The superlative form compares more than two things or people. Form the comparative by adding *-er* or combining with *more* or *less*. Form the superlative by adding *-est* or combining with *most* or *least*.

POSITIVE	COMPARATIVE	SUPERLATIVE
slow	slower	slowest
charming	more charming	most charming

6. Some adjectives have irregular comparative forms.

POSITIVE:	good, well	bad	far	many, much	little
COMPARATIVE:	better	worse	farther	more	less
SUPERLATIVE:	best	worst	farthest	most	least

Adverbs

1. An **adverb** modifies a verb, an adjective, or another adverb. Adverbs tell *how*, *where*, *when*, or *to what extent*.
 The cat walked **quietly**. (how)
 She **seldom** missed a deadline. (when)
 The player moved **forward**. (where)
 The band was **almost** late. (to what extent)
2. Many adverbs fit these sentences:
 She thinks _____. She thinks _____ fast. She _____ thinks fast.
 She thinks **quickly**. She thinks **unusually** fast. She **seldom** thinks fast.
3. The comparative form of an adverb compares two actions. The superlative form compares more than two actions. For shorter adverbs add *-er* or *-est* to form the comparative or superlative. For most adverbs, add *more* or *most* or *less* or *least* to form the comparative or superlative.
 We walked **faster** than before.
 They listened **most carefully** to the final speaker.
4. Avoid **double negatives**, which are two negative words in the same clause.
 INCORRECT: I have not seen no stray cats.
 CORRECT: I have not seen any stray cats.

Prepositions, Conjunctions, and Interjections

1. A **preposition** shows the relationship of a noun or a pronoun to some other word. A **compound preposition** is made up of more than one word.
 The trees **near** our house provide plenty **of** shade.
 The schools were closed **because of** snow.
2. Common prepositions include these: *about, above, according to, across, after, against, along, among, around, as, at, because of, before, behind, below, beneath, beside, besides, between, beyond, but, by, concerning, down, during, except, for, from, in, inside, in spite of, into, like, near, of, off, on, out, outside, over, past, round, since, through, till, to, toward, under, underneath, until, up, upon, with, within, without*.

3. A **conjunction** is a word that joins single words or groups of words. A **coordinating conjunction** joins words or groups of words that have equal grammatical weight. **Correlative conjunctions** work in pairs to join words and groups of words of equal weight. A **subordinating conjunction** joins two clauses in such a way as to make one grammatically dependent on the other.

I want to visit the art gallery **and** the museum. (coordinating)

Both left **and** right turns were impossible in the traffic. (correlative)

We go to the park **whenever** Mom lets us. (subordinating)

COMMON CONJUNCTIONS

Coordinating:	and	but	for	nor	or	so	yet
Correlative:	both...and either...or		neither...nor not only...but also		whether...or		
Subordinating:	after	as though		since		when	
	although	because		so that		whenever	
	as	before		than		where	
	as if	even though		though		wherever	
	as long as	if		unless		whether	
	as soon as	in order that		until		while	

4. A **conjunctive adverb** clarifies a relationship.
Frank loved the old maple tree; **nevertheless**, he disliked raking its leaves.
5. An **interjection** is an unrelated word or phrase that expresses emotion or strong feeling.
Look, there are two cardinals at the feeder. **Good grief!** Are you kidding?

CLAUSES AND COMPLEX SENTENCES

1. A **clause** is a group of words that has a subject and a predicate and is used as a sentence or a part of a sentence. There are two types of clauses: main and subordinate. A **main clause** has a subject and a predicate and can stand alone as a sentence. A **subordinate clause** has a subject and a predicate, but it cannot stand alone as a sentence.

main

sub.

She became a veterinarian because she loves animals.

2. There are three types of subordinate clauses: adjective, adverb, and noun.
- An **adjective clause** is a subordinate clause that modifies a noun or pronoun.
The wrens **that built a nest in the backyard** are now raising their young.
 - An **adverb clause** is a subordinate clause that often modifies the verb in the main clause of the sentence. It tells *when*, *where*, *how*, *why*, or *under what conditions*.
Before they got out, the goats broke the fence in several places.
 - A **noun clause** is a subordinate clause used as a noun.
Whatever we do will have to please everyone. (subject)
The prize goes to **whoever can keep the squirrels away from the feeder**. (object of preposition)

- c. A **gerund** is a verbal that ends in *-ing*. It is used in the same way a noun is used.
Sailing is a traditional vacation activity for the Andersons.
- d. A **gerund phrase** is a gerund plus any complements or modifiers.
Walking to school is common for many school children.
- e. An **infinitive** is a verbal formed from the word *to* and the base form of a verb. It is often used as a noun. Because an infinitive acts as a noun, it may be the subject of a sentence or the direct object of an action verb.
To sing can be uplifting. (infinitive as subject)
Babies first learn **to babble**. (infinitive as direct object)
- f. An **infinitive phrase** contains an infinitive plus any complements or modifiers.
The flight attendants prepared **to feed the hungry passengers**.

SUBJECT-VERB AGREEMENT

1. A verb must agree with its subject in person and number.
The kangaroo **jumps**. (singular) The kangaroos **jump**. (plural)
She **is leaping**. (singular) They **are leaping**. (plural)
2. In **inverted sentences** the subject follows the verb. The sentence may begin with a prepositional phrase, the word *there* or *here*, or a form of *do*.
Into the pond **dove** the *children*.
Does a *bird* **have** a sense of smell?
There **is** a *squeak* in that third stair.
3. Do not mistake a word in a prepositional phrase for the subject.
The **glass** in the window **is** streaked. (The singular verb *is* agrees with the subject, *glass*.)
4. A title is always singular, even if nouns in the title are plural.
Instant World Facts **is** a helpful reference book.
5. Subjects combined with *and* or *both* need a plural verb unless the parts are of a whole unit. When compound subjects are joined with *or* or *nor*, the verb agrees with the subject listed last.
Canterbury and Coventry **have** famous cathedrals.
A bagel and cream cheese **is** a filling snack.
Either two short **stories** **or** a **novel** **is** acceptable for your book report.
6. A verb must agree in number with an indefinite pronoun subject. Indefinite pronouns that are always singular: *anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something*
Always plural: *both, few, many, others, and several*
Either singular or plural: *all, any, most, none, and some*
Most of the snow **has** melted. **All** of the children **have** eaten.

USAGE GLOSSARY

a lot, alot Always write this expression, meaning “very much” or “a large amount,” as two words.

The neighbors pitched in, and the job went **a lot** faster.

accept, except *Accept*, a verb, means “to receive” or “to agree to.” *Except* may be a preposition or a verb. As a preposition it means “other than.” As a verb it means “to leave out, to make an exception.”

I **accept** your plan. We ate everything **except** the crust.

all ready, already *All ready* means “completely prepared.” *Already* means “before” or “by this time.”

They were **all ready** to leave, but the bus had **already** departed.

all together, altogether The two words *all together* mean “in a group.” The single word *altogether* is an adverb meaning “completely” or “on the whole.”

The teachers met **all together** after school.

They were **altogether** prepared for a heated discussion.

beside, besides *Beside* means “next to.” *Besides* means “in addition to.”

The sink is **beside** the refrigerator.

Besides the kitchen, the den is my favorite room.

between, among Use *between* to refer to or to compare two separate nouns. Use *among* to show a relationship in a group.

The joke was **between** Hilary and Megan.

The conversation **among** the teacher, the principal, and the janitor was friendly.

bring, take Use *bring* to show movement from a distant place to a closer one. Use *take* to show movement from a nearby place to a more distant one.

You may **bring** your model here.

Please **take** a brochure with you when you go.

can, may *Can* indicates the ability to do something. *May* indicates permission to do something.

Constance **can** walk to school.

She **may** ride the bus if she wishes.

choose, chose *Choose* means “to select.” *Chose* is the past participle form, meaning “selected.”

I **choose** the blue folder.

Celia **chose** the purple folder.

fewer, less Use *fewer* with nouns that can be counted. Use *less* with nouns that cannot be counted.

There were **fewer** sunny days this year.

I see **less** fog today than I expected.

formally, formerly *Formally* is the adverb form of formal. *Formerly* is an adverb meaning “in times past.”

They **formally** agreed to the exchange.

Lydia **formerly** lived in Spain, but now she lives in New York City.

in, into Use *in* to mean “inside” or “within” and *into* to indicate movement or direction from outside to a point within.

The birds nest **in** the trees.

A bird flew **into** our window yesterday.

its, it's *Its* is the possessive form of the pronoun *it*. Possessive pronouns never have apostrophes. *It's* is the contraction of *it is*.

The dog lives in **its** own house. Who is to say whether **it's** happy or not.

lay, lie *Lay* means “to put” or “to place,” and it takes a direct object. *Lie* means “to recline” or “to be positioned,” and it never takes an object.

We **lay** the uniforms on the shelves each day.

The players **lie** on the floor to do their sit-ups.

learn, teach *Learn* means “to receive knowledge.” *Teach* means “to give knowledge.”

Children can **learn** foreign languages at an early age.

Mr. Minton will **teach** French to us next year.

leave, let *Leave* means “to go away.” *Let* means “to allow” or “to permit.”

I will **leave** after fourth period.

Dad will **let** me go swimming today.

loose, lose Use *loose* to mean “not firmly attached” and *lose* to mean “to misplace” or “to fail to win.”

The bike chain was very **loose**.

I did not want to **lose** my balance.

many, much Use *many* with nouns that can be counted. Use *much* with nouns that cannot be counted.

Many ants were crawling near the anthill.

There was **much** discussion about what to do.

precede, proceed *Precede* means “to go or come before.” *Proceed* means “to continue.”

Lunch will **precede** the afternoon session.

Marly can **proceed** with her travel plans.

quiet, quite *Quiet* means “calm” or “motionless.” *Quite* means “completely” or “entirely.”

The sleeping kitten was **quiet**.

The other kittens were **quite** playful.

raise, rise *Raise* means “to cause to move upward,” and it always takes an object. *Rise* means “to get up”; it is intransitive and never takes an object.

Please **raise** your hand if you would like to help.

I left the bread in a warm spot to **rise**.

sit, set *Sit* means “to place oneself in a sitting position.” It rarely takes an object. *Set* means “to place” or “to put” and usually takes an object. *Set* can also be used to describe the sun going down.

Please **sit** in your assigned seats. **Set** those dishes down.

The sun **set** at 6:14.

than, then *Than* is a conjunction that is used to introduce the second element in a comparison; it also shows exception. *Then* is an adverb meaning “at that time.”

Wisconsin produces more milk **than** any other state.

First get comfortable, **then** look the pitcher right in the eye.

their, they're *Their* is the possessive form of the personal pronoun *they*. *They're* is the contraction of *they are*.

The Westons returned to **their** favorite vacation spot.

They're determined to go next year as well.

theirs, there's *Theirs* means “that or those belonging to them.” *There's* is the contraction of *there is*.

Theirs is one of the latest models.

There's another pitcher of lemonade in the refrigerator.

to, too, two *To* is a preposition meaning “in the direction of.” *Too* means “also” or “excessively.” *Two* is the number that falls between one and three.

You may go **to** the library.

It is **too** cold for skating.

There are only **two** days of vacation left.

where at Do not use *at* in a sentence after *where*.

Where were you yesterday afternoon? (*not* Where were you at yesterday afternoon?)

who's, whose *Who's* is the contraction of *who is*. *Whose* is the possessive form of *who*.

Who's willing to help me clean up?

Do you know **whose** books these are?

your, you're *Your* is the possessive form of *you*. *You're* is the contraction of *you are*.

Please arrange **your** schedule so that you can be on time.

If **you're** late, you may miss something important.

CAPITALIZATION

1. Capitalize the first word of every sentence, including direct quotations and sentences in parentheses unless they are contained within another sentence.

In *Poor Richard's Almanack*, Benjamin Franklin advises, “**W**ish not so much to live long as to live well.” (This appeared in the almanac published in 1738.)

2. Capitalize the first word in the salutation and closing of a letter. Capitalize the title and name of the person addressed.

Dear Professor Nichols:

Sincerely yours,

3. Always capitalize the pronoun *I* no matter where it appears in the sentence.
Since **I** knew you were coming, **I** baked a cake.
4. Capitalize the following proper nouns:
 - a. Names of individuals, the initials that stand for their names, and titles preceding a name or used instead of a name
Governor Cordoba **A. C. Shen**
Aunt Margaret **Dr. H. C. Harada**
General Diaz
 - b. Names and abbreviations of academic degrees, and *Jr.* and *Sr.*
Richard Boe, Ph.D.
Sammy Davis Jr.
 - c. Names of cities, countries, states, continents, bodies of water, sections of the United States, and compass points when they refer to a specific section of the United States
Boston **Dade County** **North Carolina** **Australia**
Amazon River **the South**
 - d. Names of streets, highways, organizations, institutions, firms, monuments, bridges, buildings, other structures, and celestial bodies
Route 51 **Circle K Society** **Tomb of the Unknown Soldier**
Golden Gate Bridge **Coventry Cathedral** **North Star**
 - e. Trade names and names of documents, awards, and laws
No-Sneez tissues **the Fourteenth Amendment**
Golden Globe Award **the Monroe Doctrine**
 - f. Names of most historical events, eras, holidays, days of the week, and months
Boston Tea Party **Bronze Age** **Labor Day** **Friday** **July**
 - g. First, last, and all important words in titles of literary works, works of art, and musical compositions
"I Ask My Mother to Sing" (poem) ***Giants in the Earth*** (book)
Venus de Milo (statue) ***"America, the Beautiful"*** (composition)
 - h. Names of ethnic groups, national groups, political parties and their members, and languages
Hispanics **Chinese** **Irish** **Italian** **Republican party**
5. Capitalize proper adjectives (adjectives formed from proper nouns).
English saddle horse **Thai** restaurant **Midwestern** plains

PUNCTUATION, ABBREVIATIONS, AND NUMBERS

1. Use a period at the end of a declarative sentence and at the end of a polite command.
 Mrs. Miranda plays tennis every Tuesday.
 Write your name in the space provided.
2. Use a question mark at the end of an interrogative sentence.
 When will the new books arrive?

3. Use an exclamation point to show strong feeling and indicate a forceful command.
Oh, no! It was a terrific concert! Don't go outside without your gloves on!
4. Use a comma in the following situations:
 - a. To separate three or more words, phrases, or clauses in a series
A tent, sleeping bag, and sturdy shoes are essential wilderness camping equipment.
 - b. To set off two or more prepositional phrases
After the sound of the bell, we realized it was a false alarm.
 - c. After an introductory participle and an introductory participial phrase
Marveling at the sight, we waited to see another shooting star.
 - d. After conjunctive adverbs
Snow is falling; however, it is turning to sleet.
 - e. To set off an appositive if it is not essential to the meaning of the sentence
Mr. Yoshino, the head of the department, resigned yesterday.
 - f. To set off words or phrases of direct address
Micha, have you called your brother yet?
It's good to see you, Mrs. Han.
 - g. Between the main clauses of compound sentences
Whiskers liked to watch the goldfish, and she sometimes dipped her paw in the bowl.
 - h. After an introductory adverb clause and to set off a nonessential adjective clause
Whenever we get careless, we always make mistakes.
Spelling errors, which are common, can now be corrected by computer.
 - i. To separate parts of an address or a date
1601 Burma Drive, Waterbury, Connecticut
She was born on February 2, 1985, and she now lives in Bangor, Maine.
 - j. After the salutation and close of a friendly letter and after the close of a business letter
Dear Dad, Cordially, Yours,
5. Use a semicolon in the following situations:
 - a. To join main clauses not joined by a coordinating conjunction
The house looks dark; perhaps we should have called first.
 - b. To separate two main clauses joined by a coordinating conjunction when such clauses already contain several commas
After a week of rain, the farmers around Ames, Iowa, waited hopefully; but the rain, unfortunately, had come too late.
 - c. To separate main clauses joined by a conjunctive adverb or by *for example* or *that is*
Jen was determined to win the race; nonetheless, she knew that it took more than determination to succeed.

6. Use a colon to introduce a list of items that ends a sentence.
Bring the following tools: hammer, speed square, and drill.
7. Use a colon to separate the hour and the minute in time measurements and after business letter salutations.
12:42 A.M. Dear Sir: Dear Ms. O'Connor:
8. Use quotation marks to enclose a direct quotation. When a quotation is interrupted, use two sets of quotation marks. Use single quotation marks for a quotation within a quotation.
"Are you sure," asked my mother, "that you had your keys when you left home?"
"Chief Seattle's speech begins, 'My words are like the stars that never change,'" stated the history teacher.
9. Always place commas and periods inside closing quotation marks. Place colons and semicolons outside closing quotation marks. Place question marks and exclamation points inside closing quotation marks only when those marks are part of the quotation.
"Giraffes," said Ms. Wharton, "spend long hours each day foraging."
You must read "The Story of an Hour"; it is a wonderful short story.
He called out, "Is anyone home?"
Are you sure she said, "Go home without me"?
10. Use quotation marks to indicate titles of short stories, poems, essays, songs, and magazine or newspaper articles.
"The Thrill of the Grass" (short story)
"My Country 'Tis of Thee" (song)
11. Italicize (underline) titles of books, plays, films, television series, paintings and sculptures, and names of newspapers and magazines.
Up from Slavery (book)
Free Willy (film)
The Spirit of '76 (painting)
Chicago Tribune (newspaper)
Weekend Woodworker (magazine)
12. Add an apostrophe and -s to form the possessive of singular indefinite pronouns, singular nouns, and plural nouns not ending in -s. Add only an apostrophe to plural nouns ending in -s to make them possessive.
everyone's best friend
the rabbit's ears
the children's toys
the farmers' fields

13. Use an apostrophe in place of omitted letters or numerals. Use an apostrophe and -s to form the plural of letters, numerals, and symbols.
 is + not = isn't
 will + not = won't
 1776 is '76
 Cross your *t*'s and dot your *i*'s.
14. Use a hyphen to divide words at the end of a line.
 esti-mate mone-tary experi-mentation
15. Use a hyphen in a compound adjective that precedes a noun. Use a hyphen in compound numbers and fractions used as adjectives.
 a blue-green parrot
 a salt-and-pepper beard
 twenty-nine
 one-third cup of flour
16. Use a hyphen after any prefix joined to a proper noun or a proper adjective. Use a hyphen after the prefixes *all-*, *ex-*, and *self-* joined to a noun or adjective, the prefix *anti-* joined to a word beginning with *i-*, and the prefix *vice-* except in the case of *vice president*.
 all-knowing ex-spouse self-confidence
 anti-inflammatory vice-principal
17. Use dashes to signal a break or change in thought.
 I received a letter from Aunt Carla—you have never met her—saying she is coming to visit.
18. Use parentheses to set off supplemental material. Punctuate within the parentheses only if the punctuation is part of the parenthetical expression.
 Place one gallon (3.8 liters) of water in a plastic container.
19. Abbreviate a person's title and professional or academic degrees.
Ms. K. Soga, Ph.D.
Dr. Quentin
20. Use the abbreviations *A.M.* and *P.M.* and *B.C.* and *A.D.*
 9:45 **A.M.** 1000 **B.C.** **A.D.** 1455
21. Abbreviate numerical measurements in scientific writing but not in ordinary prose.
 The newborn snakes measured 3.4 **in.** long.
 Pour 45 **ml** warm water into the beaker.
22. Spell out cardinal and ordinal numbers that can be written in one or two words or that appear at the beginning of a sentence.
Two hundred twenty runners crossed the finish line.
 Observers counted **forty-nine** sandhill cranes.
23. Express all related numbers in a sentence as numerals if any one should be expressed as a numeral.
 There were **127** volunteers, but only **9** showed up because of the bad weather.

24. Spell out ordinal numbers.
Nina won **third** place in the spelling bee.
25. Use words for decades, for amounts of money that can be written in one or two words, and for the approximate time of day or when A.M. or P.M. is not used.
the nineties ten dollars sixty cents half past five
26. Use numerals for dates; for decimals; for house, apartment, and room numbers; for street or avenue numbers; for telephone numbers; for page numbers; for percentages; for sums of money involving both dollars and cents; and to emphasize the exact time of day or when A.M. or P.M. is used.
June 5, 1971 Apartment 4G \$207.89
0.0045 1520 14th Street 8:20 A.M.

VOCABULARY AND SPELLING

- Clues to the meaning of an unfamiliar word can be found in its context. Context clues include definitions, the meaning stated; example, the meaning explained through one familiar case; comparison, similarity to a familiar word; contrast, opposite of a familiar word; and cause and effect, a reason and its results.
- The meaning of a word can be obtained from its base word, its prefix, or its suffix.
telegram tele = distant dentate dent = tooth
subarctic sub = below marvelous -ous = full of
- The *i* comes before the *e*, except when both letters follow a *c* or when both letters are pronounced together as an *ā* sound. However, many exceptions exist to this rule.
yield (*i* before *e*) receive (*ei* after *c*) weigh (*ā* sound) height (exception)
- An unstressed vowel is a vowel sound that is not emphasized when the word is pronounced. Determine how to spell this sound by comparing it to a known word.
informant (compare to *information*) hospital (compare to *hospitality*)
- When joining a prefix that ends in the same letter as the word, keep both consonants.
illegible disservice
- When adding a suffix to a word ending in a consonant + *y*, change the *y* to *i* unless the prefix begins with an *i*. If the word ends in a vowel + *y*, keep the *y*.
tried played spraying
- Double the final consonant before adding a suffix that begins with a vowel to a word that ends in a single consonant preceded by a single vowel if the accent is on the root's last syllable.
popping transferred unforgettable
- When adding a suffix that begins with a consonant to a word that ends in silent *e*, generally keep the *e*. If the suffix begins with a vowel or *y*, generally drop the *e*. If the suffix begins with *a* or *o* and the word ends in *ce* or *ge*, keep the *e*. If the suffix begins with a vowel and the word ends in *ee* or *oe*, keep the *e*.
stately noisy courageous agreeable

9. When adding *-ly* to a word that ends in a single *l*, keep the *l*. If it ends in a double *l*, drop one *l*. If it ends in a consonant + *le*, drop the *le*.
meal, meally full, fully incredible, incredibly
10. When forming compound words, maintain the spelling of both words.
backpack honeybee
11. Most nouns form their plurals by adding *-s*. However, nouns that end in *-ch*, *-s*, *-sh*, *-x*, or *-z* form plurals by adding *-es*. If the noun ends in a consonant + *y*, change *y* to *i* and add *-es*. If the noun ends in *-lf*, change *f* to *v* and add *-es*. If the noun ends in *-fe*, change *f* to *v* and add *-s*.
marks leaches rashes foxes
flies elves lives
12. To form the plural of proper names and one-word compound nouns, follow the general rules for plurals. To form the plural of hyphenated compound nouns or compound nouns of more than one word, make the most important word plural.
Wilson's Diazes housekeepers
sisters-in-law editors-in-chief
13. Some nouns have the same singular and plural forms.
deer moose

Composition

Writing Themes and Paragraphs

1. Use **prewriting** to find ideas to write about. One form of prewriting, **freewriting**, starts with a subject or topic and branches off into related ideas. Another way to find a topic is to ask and answer questions about your starting subject, helping you to gain a deeper understanding of your chosen topic. Also part of the prewriting stage is determining who your readers or **audience** will be and deciding your **purpose** for writing. Your purpose—writing to persuade, to explain, to describe something, or to narrate—is partially shaped by who your audience will be.
2. To complete your first **draft**, organize your prewriting into an introduction, body, and conclusion. Concentrate on unity and coherence of the overall piece. Experiment with different paragraph orders: **chronological order** places events in the order in which they happened; **spatial order** places objects in the order in which they appear; and **compare/contrast order** shows similarities and differences in objects or events.
3. **Revise** your composition if necessary. Read through your draft, looking for places to improve content and structure. Remember that varying your sentence patterns and lengths will make your writing easier and more enjoyable to read.

4. In the **editing** stage, check your grammar, spelling, and punctuation. Focus on expressing your ideas clearly and concisely.
5. Finally, prepare your writing for **presentation**. Sharing your composition, or ideas, with others may take many forms: printed, oral, or graphic.

Outlining

1. The two common forms of outlines are **sentence outlines** and **topic outlines**. Choose one type of outline and keep it uniform throughout.
2. A period follows the number or letter of each division. Each point in a sentence outline ends with a period; the points in a topic outline do not.
3. Each point begins with a capital letter.
4. A point may have no fewer than two subpoints.

SENTENCE OUTLINE

- I. This is the main point.
 - A. This is a subpoint of *I*.
 - 1. This is a detail of *A*.
 - a. This is a detail of *1*.
 - b. This is a detail of *1*.
 - 2. This is a detail of *A*.
 - B. This is a subpoint of *I*.
- II. This is another main point.

TOPIC OUTLINE

- I. Main point
 - A. Subpoint of *I*
 - 1. Detail of *A*
 - a. Detail of *1*
 - b. Detail of *1*
 - 2. Detail of *A*
 - B. Subpoint of *I*
- II. Main point

Writing Letters

1. **Personal letters** are usually handwritten in indented form (first line of paragraphs, each line of the heading and inside address, and the signature are indented). **Business letters** are usually typewritten in block or semiblock form. Block form contains no indents; semiblock form indents only the first line of each paragraph.
2. The five parts of a personal letter are the heading (the writer's address and the date), salutation (greeting), body (message), complimentary close (such as "Yours truly,"), and signature (the writer's name). Business letters have the same parts and also include an inside address (the recipient's address).

PERSONAL LETTER

Heading	_____

_____ Salutation	_____
_____	_____
_____	_____
_____	_____
Body	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Complimentary Close	_____
Signature	_____

BUSINESS LETTER

Heading	_____

_____ Inside Address	_____
_____	_____
_____ Salutation	_____
_____	_____
_____	_____
_____ Body	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Complimentary Close	_____
Signature	_____

3. Reveal your personality and imagination in colorful personal letters. Keep business letters brief, clear, and courteous.
4. **Personal letters** include letters to friends and family members. **Thank-you notes** and **invitations** are personal letters that may be either formal or informal in style.
5. Use a **letter of request**, a type of business letter, to ask for information or to place an order. Be concise, yet give all the details necessary for your request to be fulfilled. Keep the tone of your letter courteous, and be generous in allotting time for a response.
6. Use an **opinion letter** to take a firm stand on an issue. Make the letter clear, firm, rational, and purposeful. Be aware of your audience, their attitude, how informed they are, and their possible reactions to your opinion. Support your statements of opinion with facts.



Troubleshooter



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Sentence Fragments

PROBLEM 1

Fragment that lacks a subject

frag Martha asked about dinner. (Hoped it was lasagna.)

frag I jogged around the park twice. (Was hot and tired afterward.)

frag Li Cheng raced to the bus stop. (Arrived just in the nick of time.)

SOLUTION

Martha asked about dinner. She hoped it was lasagna.

I jogged around the park twice. I was hot and tired afterward.

Li Cheng raced to the bus stop. He arrived just in the nick of time.

Make a complete sentence by adding a subject to the fragment.

PROBLEM 2

Fragment that lacks a predicate

frag The carpenter worked hard all morning. (His assistant after lunch.)

frag Ant farms are fascinating. (The ants around in constant motion.)

frag Our class went on a field trip. (Mammoth Cave.)

SOLUTION

The carpenter worked hard all morning. His assistant helped after lunch.

Ant farms are fascinating. The ants crawl around in constant motion.

Our class went on a field trip. Mammoth Cave was our destination.

Make a complete sentence by adding a predicate.

PROBLEM 3

Fragment that lacks both a subject and a predicate

frag I heard the laughter of the children. In the nursery.

frag After the spring rain. The whole house smelled fresh and clean.

frag The noisy chatter of the squirrels awakened us early. In the morning.

SOLUTION

I heard the laughter of the children in the nursery.

After the spring rain, the whole house smelled fresh and clean.

The noisy chatter of the squirrels awakened us early in the morning.

Combine the fragment with another sentence.



More help in avoiding sentence fragments is available in Lesson 3.

Run-on Sentences

PROBLEM 1

Two main clauses separated only by a comma

run-on Extra crackers are available, they are next to the salad bar.

run-on Hurdles are Sam's specialty, he likes them best.

SOLUTION A

Extra crackers are available. They are next to the salad bar.

Make two sentences by separating the first clause from the second with end punctuation, such as a period or a question mark, and starting the second sentence with a capital letter.

SOLUTION B

Hurdles are Sam's specialty; he likes them best.

Place a semicolon between the main clauses of the sentence.

PROBLEM 2

Two main clauses with no punctuation between them

run-on The law student studied hard she passed her exam.

run-on Kamil looked for the leash he found it in the closet.

SOLUTION A

The law student studied hard. She passed her exam.

Make two sentences out of the run-on sentence.

SOLUTION B

Kamil looked for the leash, and he found it in the closet.

Add a comma and a coordinating conjunction between the main clauses.

PROBLEM 3

Two main clauses without a comma before the coordinating conjunction

run-on You can rollerskate like a pro **but** you cannot ice skate.

run-on Julian gazed at the moon **and** he marveled at its brightness.

SOLUTION

You can rollerskate like a pro, but you cannot ice skate.

Julian gazed at the moon, and he marveled at its brightness.

Add a comma before the coordinating conjunction.



More help in avoiding run-on sentences is available in Lesson 6.

Lack of Subject-Verb Agreement

PROBLEM 1

A subject separated from the verb by an intervening prepositional phrase

- agr* The stories in the newspaper was well written.
agr The house in the suburbs were just what she wanted.

SOLUTION

The stories in the newspaper were well written.

The house in the suburbs was just what she wanted.

Make sure that the verb agrees with the subject of the sentence, not with the object of a preposition. The object of a preposition is never the subject.

PROBLEM 2

A sentence that begins with here or there

- agr* Here go the duck with her ducklings.
agr There is the pencils you were looking for.
agr Here is the snapshots from our vacation to the Grand Canyon.

SOLUTION

Here goes the duck with her ducklings.

There are the pencils you were looking for.

Here are the snapshots from our vacation to the Grand Canyon.

In sentences that begin with *here* or *there*, look for the subject after the verb. Make sure that the verb agrees with the subject.

PROBLEM 3***An indefinite pronoun as the subject***

- agr* Each of the animals have a unique way of walking.
- agr* Many of the movies was black and white.
- agr* Most of the leaves is turning colors.

SOLUTION

Each of the animals has a unique way of walking.

Many of the movies were black and white.

Most of the leaves are turning colors.

Some indefinite pronouns are singular, some are plural, and some can be either singular or plural. Determine whether the indefinite pronoun is singular or plural, and make the verb agree.

PROBLEM 4***A compound subject that is joined by and***

- agr* The students and the teacher adores the classroom hamster.
- agr* The expert and best source of information are Dr. Marlin.

SOLUTION A

The students and the teacher adore the classroom hamster.

Use a plural verb if the parts of the compound subject do not belong to one unit or if they refer to different people or things.

SOLUTION B

The expert and best source of information is Dr. Marlin.

Use a singular verb if the parts of the compound subject belong to one unit or if they refer to the same person or thing.

PROBLEM 5***A compound subject that is joined by or or nor***

- agr* Either Hester or Sue are supposed to pick us up.
- agr* Neither pepper nor spices improves the flavor of this sauce.
- agr* Either Caroline or Robin volunteer at the local food pantry.
- agr* Neither the coach nor the screaming fans agrees with the referee's call.

SOLUTION

Either Hester or Sue is supposed to pick us up.

Neither pepper nor spices improve the flavor of this sauce.

Either Caroline or Robin volunteers at the local food pantry.

Neither the coach nor the screaming fans agree with the referee's call.

Make the verb agree with the subject that is closer to it.



More help with subject-verb agreement is available in Lessons 53–57.

Incorrect Verb Tense or Form

PROBLEM 1

An incorrect or missing verb ending

- tense* We talk yesterday for more than an hour.
- tense* They sail last month for Barbados.
- tense* Sally and James land at the airport yesterday.

SOLUTION

We talked yesterday for more than an hour.

They sailed last month for Barbados.

Sally and James landed at the airport yesterday.

To form the past tense and the past participle, add *-ed* to a regular verb.

PROBLEM 2

An improperly formed irregular verb

- tense* Our hair clinged to us in the humid weather.
- tense* Trent drinked all the orange juice.
- tense* The evening breeze blowed the clouds away.

SOLUTION

Our hair clung to us in the humid weather.

Trent drank all the orange juice.

The evening breeze blew the clouds away.

Irregular verbs vary in their past and past participle forms. Look up the ones you are not sure of. Consider memorizing them if you feel it is necessary.

PROBLEM 3

Confusion between a verb's past form and its past participle

tense Helen has took first place in the marathon.

SOLUTION

Helen has taken first place in the marathon.

Use the past participle form of an irregular verb, and not its past form, when you use the auxiliary verb *have*.



More help with correct verb forms is available in Lessons 18–24.

Incorrect Use of Pronouns

PROBLEM 1

A pronoun that refers to more than one antecedent

- pro* The wind and the rain came suddenly, but it did not last.
- pro* Henry ran with Philip, but he was faster.
- pro* When Sarah visits Corinne, she is glad for the company.

SOLUTION

The wind and the rain came suddenly, but the rain did not last.

Henry ran with Philip, but Philip was faster.

When Sarah visits Corinne, Corinne is glad for the company.

Substitute a noun for the pronoun to make your sentence clearer.

PROBLEM 2

Personal pronouns as subjects

- pro* Him and Mary unfurled the tall, white sail.
- pro* Nina and them bought theater tickets yesterday.
- pro* Karen and me heard the good news on the television.

SOLUTION

He and Mary unfurled the tall, white sail.

Nina and they bought theater tickets yesterday.

Karen and I heard the good news on the television.

Use a subject pronoun as the subject part of a sentence.

PROBLEM 3***Personal pronouns as objects***

- pro* The horse galloped across the field to Anne and I.
- pro* The new signs confused Clark and they.
- pro* Grant wrote she a letter of apology.

SOLUTION

The horse galloped across the field to Anne and me.

The new signs confused Clark and them.

Grant wrote her a letter of apology.

An object pronoun is the object of a verb or preposition.



More help with correct use of pronouns is available in Lessons 25–30.

Incorrect Use of Adjectives

PROBLEM 1

Incorrect use of good, better, best

- adj* Is a horse more good than a pony?
- adj* Literature is my most good subject.

SOLUTION

Is a horse better than a pony?

Literature is my best subject.

The words *better* and *best* are the comparative and superlative forms of the word *good*. Do not use the words *more* or *most* before the irregular forms of comparative and superlative adjectives.

PROBLEM 2

Incorrect use of bad, worse, worst

- adj* That game was the baddest game our team ever played.

SOLUTION

That game was the worst game our team ever played.

Do not use the words *more* or *most* before the irregular forms of comparative and superlative adjectives.

PROBLEM 3***Incorrect use of comparative adjectives***

adj This bike is more faster than my old bike.

SOLUTION

This bike is faster than my old bike.

Do not use *-er* and *more* together.

PROBLEM 4***Incorrect use of superlative adjectives***

adj Kara said it was the most biggest lawn she ever had to mow.

SOLUTION

Kara said it was the biggest lawn she ever had to mow.

Do not use *-est* and *most* together.



More help with the correct use of adjectives is available in Lessons 31–34.

Incorrect Use of Commas

PROBLEM 1

Missing commas in a series of three or more items

com We saw ducks geese and seagulls at the park.

com Jake ate dinner watched a movie and visited friends.

SOLUTION

We saw ducks, geese, and seagulls at the park.

Jake ate dinner, watched a movie, and visited friends.

If there are three or more items in a series, use a comma after each item except the last one.

PROBLEM 2

Missing commas with direct quotations

com “The party” said José “starts at seven o’clock.”

com “My new book” Roger exclaimed “is still on the bus!”

SOLUTION

"The party," said José, "starts at seven o'clock."

"My new book," Roger exclaimed, "is still on the bus!"

If a quotation is interrupted, the first part ends with a comma followed by quotation marks. The interrupting words are also followed by a comma.

PROBLEM 3***Missing commas with nonessential appositives***

com Maria our new friend is from Chicago.

com The old lane a tree-lined gravel path is a great place to walk on a hot afternoon.

SOLUTION

Maria, our new friend, is from Chicago.

The old lane, a tree-lined gravel path, is a great place to walk on a hot afternoon.

Decide whether the appositive is truly essential to the meaning of the sentence. If it is not essential, set it off with commas.

PROBLEM 4***Missing commas with nonessential adjective clauses***

com Karen who started early finished with her work before noon.

SOLUTION

Karen, who started early, finished with her work before noon.

Decide whether the clause is truly essential to the meaning of the sentence. If it is not essential, then set it off with commas.

PROBLEM 5***Missing commas with introductory adverb clauses***

com When the wind rises too high the boats lower their sails.

SOLUTION

When the wind rises too high, the boats lower their sails.

Place a comma after an introductory adverbial clause.



More help with commas is available in Lessons 78–81.

Incorrect Use of Apostrophes

PROBLEM 1

Singular possessive nouns

apos Pablos new bicycle is in Charles yard.

apos Bills video collection is really great.

apos That horses saddle has real silver on it.

SOLUTION

Pablo's new bicycle is in Charles's yard.

Bill's video collection is really great.

That horse's saddle has real silver on it.

Place an apostrophe before a final -s to form the possessive of a singular noun, even one that ends in -s.

PROBLEM 2

Plural possessive nouns that end in -s

apos The girls team won the tournament.

apos The boats sails are very colorful against the blue sky.

apos The model cars boxes are in my room.

SOLUTION

The girls' team won the tournament.

The boats' sails are very colorful against the blue sky.

The model cars' boxes are in my room.

Use an apostrophe by itself to form the possessive of a plural noun that ends in -s.

PROBLEM 3***Plural possessive nouns that do not end in -s***

apos The deers best habitat is a deep, unpopulated woodland.

apos The childrens clothes are on the third floor.

SOLUTION

The deer's best habitat is a deep, unpopulated woodland.

The children's clothes are on the third floor.

When a plural noun does not end in -s, use an apostrophe and an -s to form the possessive of the noun.

PROBLEM 4***Possessive personal pronouns***

apos The poster is her's, but the magazine is their's.

SOLUTION

The poster is hers, but the magazine is theirs.

Do not use apostrophes with possessive personal pronouns.

PROBLEM 5***Confusion between its and it's***

apos The old tree was the last to lose it's leaves.

apos Its the best CD I have ever heard them put out.

SOLUTION

The old tree was the last to lose its leaves.

It's the best CD I have ever heard them put out.

Use an apostrophe to form the contraction of *it is*. The possessive of the personal pronoun *it* does not take an apostrophe.



More help with apostrophes and possessives is available in Lesson 84.

Incorrect Capitalization

PROBLEM 1

Words that refer to ethnic groups, nationalities, and languages

cap

Many irish citizens speak both english and gaelic.

SOLUTION

Many Irish citizens speak both English and Gaelic.

Capitalize proper nouns and adjectives referring to ethnic groups, nationalities, and languages.

PROBLEM 2

The first word of a direct quotation

cap

Yuri said, “the rain off the bay always blows this way.”

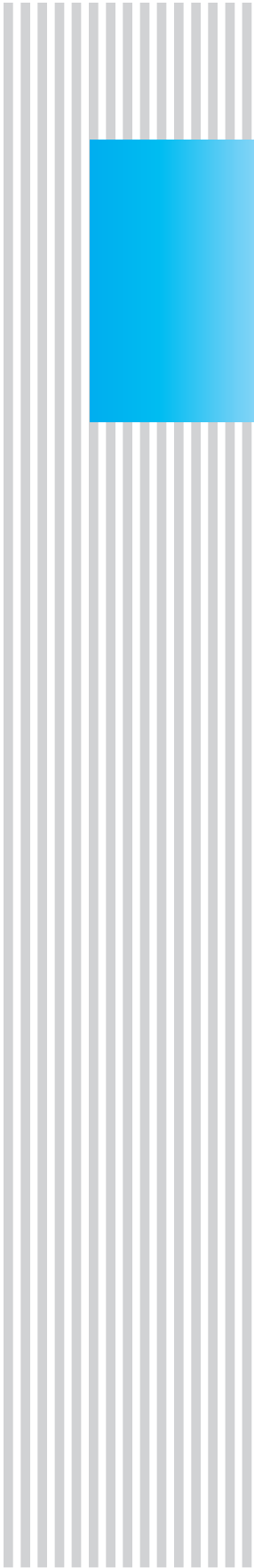
SOLUTION

Yuri said, “The rain off the bay always blows this way.”

Capitalize the first word of a direct quotation if it is a complete sentence. A direct quotation is the speaker’s exact words.



More help with capitalization is available in Lessons 73–76.



Grammar



Unit 1: Subjects, Predicates, and Sentences

Lesson 1

Kinds of Sentences: Declarative and Interrogative

A group of words that expresses a complete thought is a **sentence**. All sentences begin with a capital letter. A **declarative sentence** makes a statement. It ends with a period. An **interrogative sentence** asks a question. It ends with a question mark.

Florida summers are very hot. (declarative)

Are summers in Florida very hot? (interrogative)

► **Exercise 1** Write in the blank *dec.* (declarative) if the sentence makes a statement or *int.* (interrogative) if the sentence asks a question.

- int. Can you help me with my algebra?
- _____ 1. I'm going swimming today.
- _____ 2. Is the president addressing the nation on television tonight?
- _____ 3. My grandfather was an army sergeant.
- _____ 4. Mitchell plans to audition for the choir.
- _____ 5. Margaret bought this dress in Mexico.
- _____ 6. Claire, will you help me practice my lines?
- _____ 7. Are you going to camp this summer?
- _____ 8. You are good at solving puzzles.
- _____ 9. How long did it take you to read *The Red Badge of Courage*?
- _____ 10. Our soccer team won the league championship.
- _____ 11. The butterfly slowly unfolded its wings.
- _____ 12. The wind knocked down a large tree.
- _____ 13. Have you met the new teacher yet?
- _____ 14. Which wrestlers won their matches?
- _____ 15. The title of the mystery novel was misleading.

- _____ 16. Kyle pulled the burrs out of Queenie's matted hair.
- _____ 17. What is the weather forecast for tomorrow?
- _____ 18. Has anyone seen my blue folder?
- _____ 19. Are snowflakes all the same shape?
- _____ 20. Do you and your friends appreciate the same kinds of music?

► **Exercise 2** Punctuate each of the following sentences with a period or question mark.

The new car is midnight blue.

1. Have you met Danielle yet
2. Who is hungry
3. This computer doesn't work
4. The fire engines roared past us
5. Suzanne wandered home from school
6. Did Clyde get the part he wanted in the musical comedy
7. The desk was cluttered with all kinds of papers
8. Janice and Shawna went to the movies last night
9. Will you put up a new bulletin board
10. Will Pablo know what to do
11. Paula opened the door carefully
12. Can you hear the music from the auditorium
13. Does anyone here know Italian
14. Akira does not like to read mysteries
15. Did you read the entire book last night
16. Could everyone stay seated until we're finished
17. How much would this famous painting be worth
18. The clouds gave way to sunshine
19. What made the dog bark
20. The window blinds are closed

Lesson 2**Kinds of Sentences: Exclamatory and Imperative**

A sentence may do more than express a statement or ask a question. An **exclamatory sentence** expresses a strong emotion. It ends with an exclamation point. An **imperative sentence** gives a command or makes a request. It ends with a period.

Look out! (strong emotion)

Don't forget the party Saturday. (command)

Please mail these letters on your way to Janet's house. (request)

► **Exercise 1** Write in the blank **exc.** (exclamatory) if the sentence expresses a strong feeling. Write **imp.** (imperative) if the sentence gives a command or makes a request. Add a period or an exclamation point as needed.

_____ **imp.** _____ Remember to keep your eyes on the ball at all times.

- _____ 1. Don't stay up too late
- _____ 2. What a terrific day we had at the zoo
- _____ 3. Watch out for that low branch
- _____ 4. Tell me more about your fishing trip
- _____ 5. Don't run in the halls
- _____ 6. Buy more glue when you go to the store
- _____ 7. Clean up your desk, please
- _____ 8. Let's go watch the parade
- _____ 9. That muddy dog just stole my hamburger
- _____ 10. Try to solve the puzzle before the contestant does
- _____ 11. Let the baby sleep
- _____ 12. Oh, you just sat in some wet paint
- _____ 13. Feed the dog at the same time every day
- _____ 14. Turn in your book report next week
- _____ 15. I can't wait until Grandma gets here

- _____ 16. Go to sleep
- _____ 17. Walk through the flower bed carefully
- _____ 18. Speak louder
- _____ 19. I have never felt so frightened
- _____ 20. Play that song again
- _____ 21. Be home by ten o'clock
- _____ 22. Wait for me at the corner
- _____ 23. Put more paint on the other side
- _____ 24. Don't cross the street against the light
- _____ 25. Wait for an hour before you go swimming
- _____ 26. That's my favorite song
- _____ 27. Put on some mosquito repellant
- _____ 28. Walk quickly to the nearest exit
- _____ 29. This movie is funny
- _____ 30. I never even saw the ball
- _____ 31. Answer the phone politely
- _____ 32. I aced the test
- _____ 33. Please come to our party
- _____ 34. You did a great job
- _____ 35. I lost my keys
- _____ 36. Be sure to remember your umbrella
- _____ 37. Be careful going down the stairs
- _____ 38. Bring a Number 2 pencil to class
- _____ 39. Watch how I do this
- _____ 40. This food is delicious

Lesson 3**Sentence Fragments**

Every sentence must have a subject and a predicate to express a complete thought. The **subject** part of a sentence names who or what the sentence is about. The **predicate** part tells what the subject does or has. It can also describe what the subject is or is like.

SUBJECT PREDICATE

My friend Joel will play in the volleyball tournament.

A **sentence fragment** is a group of words that lacks a subject, a predicate, or both. A fragment does not express a complete thought.

Will play in the volleyball tournament. (lacks a subject)

My friend Joel. (lacks a predicate)

Without a doubt. (lacks both a subject and a predicate)

Without a doubt, my friend Joel will play in the volleyball tournament.
(expresses a complete thought)

► **Exercise 1** Write *sentence* in the blank before each word group that expresses a complete thought. Write *fragment* next to each word group that does not express a complete thought.

- | | |
|---|--|
| fragment

_____ | Wore her warmest sweater.
1. The survivors of the earthquake showed great courage.
2. Caused problems everywhere.
3. Every Sunday their family went hiking.
4. Even the rain couldn't dampen their spirits.
5. Rode calmly and quietly in the backseat.
6. Rose in the air like a bird.
7. Of his meal untouched.
8. Hundreds of firefighters fought the forest fires last summer.
9. The thought escaped him.
10. As fragile as glass.
11. In the park for our picnic. |
|---|--|

- _____ 12. Our newspaper arrived late on Tuesday.
- _____ 13. Janette, who's coming at four.
- _____ 14. Simply everywhere.
- _____ 15. Postponed for the second time.
- _____ 16. Ted climbed to the top of the stadium.
- _____ 17. They played their very best.
- _____ 18. In every nook and cranny.
- _____ 19. Available at five o'clock.
- _____ 20. She was preparing her résumé.

► **Exercise 2** Write a complete sentence by adding a subject, a predicate, or both to each sentence fragment. Punctuate your sentences correctly.

Grinned and cackled. The ugly troll grinned and cackled.

1. Marla and Kimberly. _____
2. On the shelves. _____
3. Dusted the books. _____
4. Maple and elm trees. _____
5. Greeted Eloisa. _____
6. At the library. _____
7. John Kimura the dentist. _____
8. Looked at Isabel. _____
9. Flat, sandy fields. _____
10. The mystery of space. _____
11. In the closet. _____
12. Busy traffic. _____
13. Carmen and her sister. _____
14. Followed the directions. _____
15. Saw the falling star. _____
16. Around the bend. _____

Lesson 4**Subjects and Predicates: Simple and Complete**

Both a subject and a predicate may consist of more than one word. The **complete subject** includes all of the words in the subject part of a sentence. The **complete predicate** includes all of the words in the predicate part of a sentence.

COMPLETE SUBJECT COMPLETE PREDICATE

My younger brother likes alphabet soup for lunch.

The **simple subject** is the main word or group of words in the complete subject. The **simple predicate** is the main word or group of words in the complete predicate. The simple predicate is always a **verb**, a word or words that express an action or a state of being.

SIMPLE SUBJECT SIMPLE PREDICATE

My younger **brother** **likes** alphabet soup for lunch.

► **Exercise 1** Draw a vertical line between the complete subject and the complete predicate.

People|call Australia the continent "down under."

1. Australia is one of the most spectacular countries in the world.
2. The country is both the smallest continent and the largest island.
3. This small continent lies in the Southern Hemisphere.
4. The coastline of Australia is irregular.
5. It measures 12,210 miles.
6. The island state of Tasmania once formed the southeastern corner of the mainland.
7. The Great Barrier Reef continues along the eastern coast for 1,250 miles.
8. Four species of coral reef compose the chain of reefs and islands.
9. Australia's western regions form a great plateau.
10. The climate ranges from temperate to tropical.
11. Forty percent of Australia has only two seasons: hot and wet or warm and dry.
12. The average rainfall ranges from five to fifteen inches.
13. Australia's natural lakes fill with water only after heavy rains.

14. The country's major lakes are salt water.
15. Most of the land is desert.
16. Australia's four deserts include the Simpson, the Gibson, the Great Sandy, and the Great Victoria.
17. Few rivers exist in the western part of this country.
18. Aqueducts and tunnels channel water from the Snowy Mountains for irrigation and hydroelectric power in the southeast.
19. The Australian Alps rise to 7,310 feet in the Eastern Highlands.
20. Ayers Rock in central Australia is a tourist attraction.

► **Exercise 2** Draw one line under the simple subject and two lines under the simple predicate.

Australia has many unique plants and animals.

1. Forests cover the east coast of Tasmania.
2. The forests consist mainly of pine trees.
3. The dingo is a doglike animal.
4. It hunts sheep.
5. Dingoes prey on kangaroos as well.
6. Many people find wallabies interesting.
7. They are small members of the kangaroo family.
8. Wallabies belong to the marsupial order.
9. Female wallabies carry their young in a pouch.
10. Two species of crocodiles dwell in Australia.
11. The Queensland lungfish has no gills.
12. A lungfish breathes with a single lung.
13. Six hundred fifty species of birds live in Australia.
14. One hundred species of venomous snakes lurk on the ground.
15. The ocean offers seventy species of sharks.
16. Sharks pose no threat to people in most cases.

Lesson 5**Subjects and Predicates: Compound**

A sentence may have more than one simple subject or simple predicate.

A **compound subject** is two or more simple subjects that have the same predicate. The subjects are joined by *and*, *or*, *either...or*, *neither...nor*, or *but*.

Oregon and **Washington** lie in the Pacific Northwest. (compound subject)

A **compound predicate** is two or more simple predicates, or verbs, that have the same subject. The verbs are connected by *and*, *or*, *either...or*, *neither...nor*, or *but*.

Many people neither **enjoy** nor **appreciate** modern art. (compound predicate)

► **Exercise 1** Each of these sentences has either a compound subject, a compound predicate, or both. Draw one line under the simple subjects in each compound subject. Draw two lines under the simple predicates in each compound predicate.

Water streamed across the street and ran into the gutter.

1. Apples and pears grow on trees.
2. Workers pick apples and package them for sale.
3. Joi and her sisters sang for the congregation.
4. Wes or Raquel showed the office to the guests.
5. We ate and slept on the bus.
6. The ceiling and the walls are the same color.
7. Both Arizona and New Mexico have hot deserts.
8. Thoughtful neighbors and friends of the family sent sympathy cards.
9. Either red or blue clashes with this color.
10. Copper and iron have many uses.
11. In 1947, French president Charles de Gaulle and his party strengthened the central government of France.
12. Many Europeans both understand and use the English language.
13. Crocodiles and alligators swim in the water but hunt on land.

14. Boll weevils seek the scent of cotton and destroy the plants.
15. A city council or other government body discusses the proposed law and votes on it.
16. Both tennis and badminton require rackets.
17. Puppies and kittens play and sleep most of the day.
18. Scientists perform research with care and conduct experiments with even more care.
19. Crabs and lobsters crawl along the ocean floor.
20. Farmers grow crops in the summer and harvest them in the fall.
21. Marie and Pierre Curie won the 1903 Nobel Prize in physics.
22. Exercise and diet are the keys to good health.
23. Fred Astaire and Ginger Rogers danced, acted, and sang in many movies.
24. Dams hold back water and prevent flooding.
25. The papers, books, and pencils lie in a neat pile on the desk.
26. Students study in the classroom and exercise in the gymnasium.
27. A calculator or computer adds, subtracts, multiplies, and divides rapidly.
28. One large box or several small cartons hold many books.
29. Trains and trucks carry large amounts of food and goods.
30. Tomas and his family swam and hiked last weekend.
31. Water freezes at 32°F and boils at 212°F.
32. The soccer team ran and kicked its way to victory.
33. Hurricanes or other strong winds uproot trees.
34. The carpenters measured and cut the wood for our new barn.
35. Cars and trucks burn diesel fuel.
36. The president and her cabinet posed for photographs.
37. The freshman class raised money and donated presents to charity.
38. Lorraine read the book and wrote her report in one week.
39. Prisms and other glass objects separate light into its component colors.
40. The Congo River begins in Zaire, flows 2,718 miles, and empties into the Atlantic Ocean.

Lesson 6**Simple and Compound Sentences**

A **simple sentence** has one subject and one predicate. The subject and the predicate in a simple sentence may be simple or compound.

SUBJECT	PREDICATE
Oscar	fed the dog.
Oscar and Cathy	fed and groomed the dog.

A **compound sentence** contains two or more simple sentences joined by a comma and a coordinating conjunction (*or, nor, and, either...or, neither...nor, but*) or by a semicolon.

Oscar fed the dog, **and** he groomed him.
Oscar's dog likes to run; Cathy's dog prefers to sleep.

Two or more simple sentences joined incorrectly result in a **run-on sentence**.
Correct a run-on sentence by writing separate sentences, by adding a comma and a conjunction, or by adding a semicolon.

Patti practiced every day for the recital she played flawlessly. (run-on)
Patti practiced every day for the recital. She played flawlessly. (separated)
Patti practiced every day for the recital, and she played flawlessly. (joined by a comma and a conjunction)
Patti practiced every day for the recital; she played flawlessly. (joined by a semicolon)

► **Exercise 1** Write **S** in the blank before each simple sentence, **C** before each compound sentence, and **R** before each run-on sentence.

- C** The trumpets blared, and the king entered the room.
- _____ 1. Ketchup makes french fries taste better.
- _____ 2. I walked and walked for days.
- _____ 3. Hydrogen has weight, but you can't weigh it on an ordinary scale.
- _____ 4. Air is taken into the lungs oxygen is absorbed into the bloodstream.
- _____ 5. You can buy your ticket in advance, or you can buy it at the door.
- _____ 6. Radar detects objects in darkness and bad weather.
- _____ 7. Humans can't see well in the dark, nor can they hear sounds more than about one kilometer away.

- _____ 8. I read it, but I didn't understand it.
- _____ 9. Korean foods and Thai foods can be very spicy.
- _____ 10. You can ask questions, but you may not find the answers.
- _____ 11. The choir sang and clapped for the audience.
- _____ 12. Neither fog nor hail stops the letter carrier.
- _____ 13. Max found the light bulb he couldn't find a ladder.
- _____ 14. The first modern computer was built in 1946; it processed 5,000 calculations per minute.
- _____ 15. The South American condor is smaller and heavier than the California condor.

► **Exercise 2** Draw one line under each simple subject and two lines under each simple predicate. Circle each coordinating conjunction.

Stuart dialed the phone, and he waited for someone to answer.

1. The athletes ran for a long time, and they breathed hard.
2. I went there last year, but I cancelled my reservation this year.
3. She called me, but she wrote more often.
4. I studied hard, and I passed the test.
5. Did you find it, or do you need my help?
6. The skies were cloudy, but I saw no rain.
7. He just sat there; nobody talked to him.
8. Most plants require plenty of sunlight, but some plants thrive in low light.
9. Colorado is a beautiful state, and it has nice weather.
10. The game was close, but we won it in the last minute.
11. I can ride a bike, and I can also fix it.
12. Chimpanzees live in the rain forests of Africa; they eat berries, fruit, and some meat.
13. Pluto is the smallest planet in the solar system, and it is farthest from the sun.
14. Rice tastes good, but I prefer potatoes.
15. Tanya saw the birds, and she heard their calls.



Unit 1 Review

► **Exercise 1** Draw a vertical line between each complete subject and complete predicate. If a sentence is compound, circle the coordinating conjunction.

Evelyn|heard the birds, (but) she|couldn't see them.

1. An American, Theodore Maiman, developed the laser in 1960.
2. The Canadian flag bears a red maple leaf.
3. The flags of Italy and Hungary share the same colors, but the stripes differ.
4. Scott Joplin received a special Pulitzer citation in 1976.
5. Amphibians and reptiles are cold-blooded animals.
6. Chicago and Atlanta have big, busy airports, but Chicago's airport is busier.
7. Babe Zaharias won three U.S. Women's Open golf titles, and Betsy Rawls claimed the title four times.
8. Vostok, Antarctica, holds the record for the lowest temperature on the earth's surface.
9. A galaxy is a system of stars, dust, and gas.
10. Sharon walked out the door, and everyone waved good-bye.
11. The Senate has 100 members, and the House of Representatives consists of 435 members.
12. Islam is the major religion of northern Africa and the Middle East.
13. Both Presidents Harrison and Tyler began their terms in 1841.
14. The respiratory system provides the body with oxygen and rids it of carbon dioxide.
15. The plate tectonic theory explains certain changes in the earth's crust.
16. Nina wore a blue shirt, and both she and Robin wore blue jeans.
17. The carpenters painted and wallpapered the bedroom and the hallway.
18. Billie Jean King holds four U.S. tennis championship titles and won at Wimbledon six times.
19. Umberto Nobile, an Italian, flew over the North Pole in an airship in 1926.
20. Warm air expands and rises, and cool air descends.

Cumulative Review: Unit 1

► **Exercise 1** Write *declarative*, *interrogative*, *exclamatory*, or *imperative* in the blank to identify the kind of sentence. Add the correct punctuation mark. Write *fragment* if the word group is not a complete thought.

imperative

Bring me a glass of water, please.

1. On Tuesday morning the choir leaves for its European tour

2. Our area of the state has received twelve inches of snow

3. Which person concealed the evidence

4. What a mess that puppy made

5. On a day everyone could be there

6. Sit over here away from the door

7. Brianna was promoted to editor of the school newspaper

8. Have you ever tried fly-fishing

9. This ride is making me dizzy

10. Meet us outside the restaurant at 11:30 A.M

► **Exercise 2** Write *S* in the blank before each simple sentence and *C* before each compound sentence. Draw one line under each simple subject and two lines under each simple predicate.

S

The nail had punctured the right front tire.

1. The tallow was used in candles and soap.

2. Are these blueprints all right, or will you need others?

3. Pikes Peak is in Colorado; it is 14,110 feet above sea level.

4. Outdoor sports are great, but only in the summer.

5. Cardinals nest in our yard every spring.

6. Ballet interests Emily; she is seeing *The Nutcracker* this weekend.

7. People lease cars from Uncle Ferdinand.

8. We decided on the Italian food, and Margo ordered Mexican food.

Unit 2: Nouns

Lesson 7

Nouns: Proper and Common

A **noun** names a person, place, thing, or idea. When a word names a specific person, place, thing, or idea, it is a **proper noun**. The first word and all other important words in proper nouns are capitalized. When a word names any person, place, thing, or idea, it is a **common noun**. Common nouns are not capitalized.

	PERSON	PLACE	THING	IDEA
Proper Noun:	Sinia Yakov	Canada	Bill of Rights	Islam
Common Noun:	man	country	document	religion

► **Exercise 1** Underline each common noun and circle each proper noun. Draw three lines under each proper noun that should be capitalized.

Dr. martin luther king Jr. was the highly respected african american who led the civil rights movement during the 1950s and 1960s.

1. A baby named martin luther king jr. was born in atlanta, Georgia.
2. His family lived in a two-story house on Auburn avenue.
3. His father, martin Luther King sr., was a minister and the son of a sharecropper.
4. His mother, Alberta williams king, was a teacher.
5. King skipped two grades at booker T. Washington high school.
6. Still a teenager, king graduated from morehouse College.
7. King first thought of becoming a doctor or a lawyer but finally decided to go into the ministry.
8. While still at morehouse, king was ordained in the church of his father.
9. King was elected co-pastor at the church upon his graduation from college.

10. The hardworking young man went on to graduate school at Crozer Theological Seminary in Chester, Pennsylvania.
11. King was very intelligent and an avid reader.
12. King studied the ideas of people such as Martin Luther, Mohandas Gandhi, Jesus of Nazareth, Aristotle, Plato, and Adam Smith.
13. King earned the degree of Bachelor of Divinity at Crozer.
14. King won a fellowship to go to the university of his choice for his doctorate.
15. King chose to go to Boston University.
16. King also took courses in philosophy at Harvard.
17. While at Boston University, King met an intelligent and beautiful woman named Coretta Scott.
18. Coretta Scott was a soprano, studying voice at the New England Conservatory of Music.
19. King and Scott married a few years after their first encounter.
20. Coretta and Martin Luther King Jr. had four children: Yolanda Denise, Martin Luther III, Dexter, and Bernice Albertine.
21. While still working on his doctoral degree, King received a letter from a church in Montgomery, Alabama.
22. The letter stated that the church would be happy to have King preach.
23. The church was located on Dexter Avenue and was called the Dexter Avenue Baptist Church.
24. The church was close to the impressive Alabama State Capitol, where the legislature meets.
25. Ironically, Jefferson Davis had been sworn in as the new president of the Confederacy on the steps of that same building.

Lesson 8**Nouns: Concrete and Abstract**

Concrete nouns name things that can be experienced with any of the five senses—touch, sight, hearing, smell, and taste. **Abstract nouns** name ideas, qualities, or feelings that cannot be experienced with any of the five senses.

Abstract Nouns:	sadness	truth	freedom	intelligence	justice
Concrete Nouns:	frown	book	rain	library	music

► **Exercise 1** Underline each concrete noun once and each abstract noun twice.

My dad tells me cleanliness is important.

1. A commercial pilot must have a lot of flying experience.
2. My uncle, aunt, and cousin live in a large trailer.
3. The judge reminded the witness to tell the truth.
4. The inventor had an idea that would help the auto industry improve safety.
5. The playful beagle liked to chase its tail.
6. The hardworking farmer was disappointed with the weather.
7. The walls and ceiling of the room were black with age and dirt.
8. Clouds covered the sun and sky.
9. Many people voted in the elections last fall.
10. The veterinarian spent time and energy examining horses.
11. My cat gets great pleasure on the windowsill on a sunny day.
12. During the holiday season, the malls are bursting with people.
13. The museum held paintings and sculptures of great beauty.
14. The girl's bravery during the disaster did not go unnoticed.
15. As huge waves crashed onto the shore, the beachcombers fled in fear.
16. The college students lived in a quiet dormitory.
17. The florist made a bouquet of roses for their anniversary.
18. The teacher at the preschool showed much patience.

19. Small children like to play with blocks.
20. The tennis player hit the ball with accuracy and determination.
21. At the traffic light, the driver pressed the brake.
22. The long-legged spider spun a web under the stairs in the basement.
23. The newspaper had a big article about the economy.
24. The black crow sat on the fence and stared at the scarecrow.
25. Using coupons is a good way for shoppers to cut costs.
26. The triathlete collapsed with exhaustion after reaching the finish line.
27. While taking the test, the student frowned in concentration.
28. Tourists watched in fascination as the volcano oozed lava.
29. The leek is a type of onion that blooms in the spring.
30. The bird in the tree held the interest of the cat.
31. The painter looked at the canvas in satisfaction.
32. After listening to the patient, the psychologist fell deep into thought.
33. Late into the evening, the chemist worked in the laboratory.
34. The children took great care to be gentle when holding the hamster.
35. The bodybuilder lifted the heavy barbell with ease.
36. Unable to find the toy, the baby cried in frustration.
37. The athlete possessed raw talent and ability.
38. A conference to deal with hunger and starvation was held in a hotel.
39. A well-balanced diet helps to maintain good health.
40. Scientists have found that many industrial processes are not good for the environment.

► **Writing Link** Write a paragraph that describes your city or town and what you like or dislike about it. Use both concrete and abstract nouns.

Lesson 9**Nouns: Compounds, Plurals, and Possessives**

Compound nouns are nouns that are made up of two or more words. Compound nouns can be one word, like the word *football*, or more than one word, like *rocking chair*. Other compound nouns have two or more words that are joined by hyphens, such as *hand-me-down*.

To form the plural of most compound nouns written as one word, add *-s* or *-es*. To form the plural of compound nouns that are hyphenated or written as more than one word, make the most important part of the noun plural.

ONE WORD

snowmobile**s**, baseball**s**, grandfather**s**

HYPHENATED

fathers**s**-in-law baby-sitters**s** runners**s**-up

MORE THAN ONE WORD

home runs music boxes quarter horses surgeons general

A **possessive noun** names who or what has something. Possessive nouns can be common or proper nouns, singular or plural, compound or not. To form the possessive of all singular nouns and of plural nouns not ending in *-s*, add an apostrophe and *-s*. To form the possessive of plural nouns already ending in *-s*, add only an apostrophe.

boy**'s** boss**'s** Luis**'s** women**'s** puppies**'**

► **Exercise 1** Write in the blank the plural form of each compound noun.

jelly bean **jelly beans** _____

1. fund-raiser _____

8. motor home _____

2. attorney-at-law _____

9. sergeant at arms _____

3. sister-in-law _____

10. beehive _____

4. nutcracker _____

11. color guard _____

5. stomachache _____

12. steam iron _____

6. funny bone _____

13. farmhand _____

7. sweatshirt _____

14. workshop _____

- | | |
|--------------------------|-----------------------|
| 15. stepfather _____ | 18. minute hand _____ |
| 16. mailbox _____ | 19. drawstring _____ |
| 17. bill of health _____ | 20. field trip _____ |

► **Exercise 2** Complete each sentence by writing the correct possessive form of the noun in parentheses.

_____ **Marietta's** hands felt cold and clammy. (Marietta)

- The young sailor sounded the _____ horn. (ship)
- The _____ performance during the big game was not good enough to win. (players)
- _____ test scores improved dramatically. (Dennis)
- The _____ teeth were sharp as razors. (bobcat)
- The _____ vacation was relaxing and fun. (Ramoses)
- I can do a lot of my homework on my _____ computer. (parents)
- The _____ loud and persistent chirping caused Cole to wake up. (birds)
- The teacher enjoyed the sound of the _____ laughter. (children)
- During autumn, the _____ colors change. (leaves)
- The _____ weight is more than one ton. (Liberty Bell)
- The _____ movement began to gain momentum. (women)
- After the touchdown, the _____ cheering was deafening. (fans)
- The hook caught in the _____ mouth. (fish)
- In the sunlight, the _____ leaves grew wildly. (plant)
- The _____ soup was piping hot and delicious. (cook)
- _____ largest city is Chicago. (Illinois)
- The _____ route never changed. (bus)
- _____ reign was one of the longest in Great Britain's history. (Queen Victoria)

Lesson 10**Nouns: Collective**

A **collective noun** names a group that is made up of individuals.

The **family** struggled through the **crowd** to see the **band**.

COLLECTIVE NOUNS

class	family	herd	audience	orchestra	panel
staff	team	swarm	jury	flock	

Collective nouns can have either a singular or a plural meaning. When referring to the group as a unit, the noun has a singular meaning and takes a singular verb. When referring to the individual members of the group, the noun has a plural meaning and takes a plural verb.

The **team works** on its defensive plays.

The **team go** to their individual lockers.

► **Exercise 1** Underline the verb form in parentheses that best completes each sentence.

The audience (leaves, leave) their seats.

1. The book club (discusses, discuss) their personal opinions of the plot.
2. The class (is, are) going on a bus to the art museum.
3. The choir from East High School (sings, sing) the loudest.
4. The elephant herd (makes, make) a thundering noise during a stampede.
5. The baseball team (boasts, boast) an excellent batting average.
6. The budget committee (reaches, reach) a final decision.
7. The entire class (takes, take) a trip to Washington, D.C.
8. The theater troupe (comes, come) out separately at the end of the play.
9. The bee swarm (buzzes, buzz) around the hive.
10. The jury (argues, argue) among themselves over the verdict.
11. The debating team (wins, win) almost every time.
12. The band (puts, put) their instruments away after practice.
13. The barbershop quartet (knows, know) their individual parts.

14. The audience (gives, give) the singer a standing ovation.
15. The class (reports, report) on their chosen topics.
16. The math department (decides, decide) which classes they will teach.
17. Boy Scout Troop 10 (raises, raise) money for a camping trip.
18. The Supreme Court (rules, rule) on many of its cases each year.
19. The wolf pack (decreases, decrease) in size after a hard winter.
20. City council (goes, go) to their respective seats before the meeting begins.
21. The flock (flies, fly) in a southerly direction.
22. The restaurant staff (shares, share) their tips with each other.
23. The army platoon (marches, march) on the military base.
24. The U.S. Congress (consists, consist) of members from all fifty states.
25. College athletics (seems, seem) to be a profession in some cases.
26. The crowd (stirs, stir) as the politician takes the platform.
27. The family (sleeps, sleep) soundly in their rooms.
28. The orchestra (draws, draw) a big crowd.
29. The track team (runs, run) well as a whole.
30. The subcommittee (calls, call) for a meeting with the entire committee.
31. The band (appeals, appeal) to people of all ages.
32. The school board (presents, present) its proposal to the superintendent.
33. The volleyball team (practices, practice) their serving techniques.
34. The Music Club (listens, listen) to operas together every Tuesday.
35. The public (supports, support) its mayor.
36. The herd (roams, roam) the countryside aimlessly.
37. The jury (submits, submit) its verdict to the judge.
38. The mob of protestors (is, are) getting out of hand.
39. The Senate (contains, contain) fewer members than the House of Representatives.
40. The choir (knows, know) their individual parts.

Lesson 11**Distinguishing Plurals, Possessives, and Contractions**

A **contraction** is a word made by combining two words into one and leaving out one or more letters from the two words. An apostrophe shows where the letters have been omitted.

can + not = can't singer + is = singer's

Most plural and possessive nouns and certain contractions end with the letter -s. As a result, they sound alike, but their spellings and meanings are different.

Plural Noun	The singers wrote the song.
Plural Possessive Noun	The singers' song is enjoyable.
Singular Possessive Noun	We heard the singer's song.
Contraction	The singer's the songwriter.

► **Exercise 1** Write **pl.** above each plural noun (not including plural possessives), **poss.** above each possessive noun, and **con.** above each contraction.

con. **pl.**

Ernest Hemingway's one of the most influential American writers of the twentieth century.

- Hemingway's won two prestigious awards—the Nobel Prize and the Pulitzer Prize.
- Hemingway's birthplace was Oak Park, Illinois.
- As a boy and youth, Hemingway spent many a summer's day in northern Michigan.
- Hemingway's family owned a cottage on Waloon Lake.
- Hemingway made many friends there.
- Native Americans of the region were among his group of friends.
- Some of his friends' adventures appeared in his books and short stories.
- The young Hemingway's writing career began in Kansas City.
- Hemingway was one of many reporters for the city's newspaper, the *Kansas City Star*.
- Kansas City's one of many cities Hemingway visited.
- At age eighteen, the young man's thoughts wandered overseas.
- Hemingway traveled to Milan, Italy, on the first of his transatlantic flights.

13. World War I's battles were still raging.
14. Hemingway's job was ambulance deputy with an American field service unit.
15. The day that Hemingway arrived, a factory full of munitions blew up.
16. After a few months' time, Hemingway was badly wounded in both legs.
17. These wartime experiences provided many of the details for Hemingway's novel about World War I, called *A Farewell to Arms*.
18. Several of his short stories' details can also be traced back to Hemingway's time spent in Milan.
19. After the war, Hemingway took trips to many different cities and countries.
20. Hemingway's known for discovering places that would later become tourist attractions.

► **Exercise 2** Underline the word in parentheses that best completes the sentence.

One of (Hemingway's, Hemingways') adventures was an African safari.

1. Hemingway made (preparation's, preparations) for the trip.
2. Some of Hemingway's finest (story's, stories) were written as a result of the safari.
3. The (writers', writer's) imagination was also captured by Spain.
4. (Hemingways, Hemingway's) first exposure to a bullfight overwhelmed the writer.
5. Many of his (stories, stories') themes are about bullfighting.
6. Hemingway also journeyed to (Switzerland's, Switzerlands') cities.
7. The writer made several (trips, trip's) to Switzerland as a reporter for the *Toronto Star*.
8. Hemingway wrote stories about the (countries', country's) winter sports.
9. (Readers', Readers) admiration for Hemingway's writing was strong.
10. Hemingway lived in the (United States', United States) for much of his adult life.
11. Hemingway put his (roots, root's) down in Key West, Florida, in the 1920s and 1930s.
12. Key West was a source for a great deal of Hemingway's (writings, writing's).
13. The themes of these stories are as diverse as the (writers, writer's) life.
14. (Boats', Boats) always appealed to Hemingway.

Lesson 12

Appositives

An **appositive** is a noun that is placed next to, or in apposition to, another noun to identify it or add information to it.

Franklin Delano Roosevelt's wife, **Eleanor**, was a famous humanitarian.

An **appositive phrase** is a group of words that includes an appositive and other words that describe the appositive.

Roosevelt, **our thirty-second president**, was the only U.S. president to be elected to the presidency four times.

An appositive phrase that is not essential to the meaning of the sentence is set off from the rest of the sentence by commas. However, if the appositive is essential to the meaning of the sentence, commas are not used.

► **Exercise 1** Underline each appositive or appositive phrase, and circle the noun it identifies.

George Washington, commander of the Continental Army, led troops during the Revolutionary War.

1. Washington's picture is on a coin, the quarter.
2. John Adams succeeded the president, George Washington, as president of the United States.
3. Adams's wife, Abigail, was well-read and outspoken.
4. Thomas Jefferson wrote the first draft of a historic document, the Declaration of Independence.
5. Jefferson designed Monticello, his thirty-two room house.
6. Dolly Madison, wife of James Madison, rescued important government documents from the White House before fire could destroy them.
7. James Monroe was said to have nursed the wounds of the famous French soldier the Marquis de Lafayette.
8. Monroe was president when the United States acquired Florida, a populous territory.
9. John Quincy Adams, the son of the second president, served only one term.

10. A former governor of New York, Martin Van Buren capitalized on the popularity of his predecessor, Andrew Jackson.
11. William Henry Harrison's nickname, "Old Tippecanoe," came from his military victory at the Battle of Tippecanoe in 1811.
12. Harrison's successor, John Tyler, was the first person to become president because of the death of the current president.
13. The "dark horse" candidate, James K. Polk, was backed by the Democratic party.
14. Polk wished to acquire California, a Mexican Territory.
15. Zachary Taylor, "Old Rough and Ready," achieved much popularity as a general in the Mexican War.
16. Taylor, the twelfth president, died after only a year in office.
17. Franklin Pierce's good friend Nathaniel Hawthorne helped to promote his presidential candidacy.
18. The Supreme Court case *Dred Scott v. Sanford* was decided during James Buchanan's presidency.
19. Buchanan was defeated by the Republican candidate Abraham Lincoln.
20. Lincoln, one of our greatest presidents, had to lead the country during a bloody civil war.
21. Lincoln earned the nickname the "Great Emancipator."
22. The assassin John Wilkes Booth shot and killed Lincoln one month after he began his second term.
23. The vice president, Andrew Jackson, was sworn in as president after Lincoln's death.
24. The celebrated Civil War general Ulysses S. Grant became the eighteenth president of the United States in 1869.
25. Rutherford B. Hayes's wife, Lucy, was the first wife of a president to hold a college degree.
26. The United States battleship *Maine* blew up in Cuba's harbor during William McKinley's presidency.



Unit 2 Review

► **Exercise 1** Underline each common noun once and each proper noun twice. Write in the blank *plural*, *possessive*, *contraction*, or *appositive* to identify the word in italics.

contraction

Neil Armstrong's a famous astronaut.

- _____ 1. The Empire State Building used to be *America's* tallest building.
- _____ 2. Jon's an excellent skater, and his *brother's* a great swimmer.
- _____ 3. The *buckeye's* a kind of chestnut.
- _____ 4. Edwin Hubble was the first to show that the universe contains other *galaxies* besides the Milky Way.
- _____ 5. The boy's teacher taught him *volleyball's* finer points.
- _____ 6. The crowd at Cape Kennedy cheered the *rocket's* lift-off.
- _____ 7. Neal was born on his *grandfather's* farm in western Oklahoma.
- _____ 8. The Pointer *Sisters* sing songs with complicated harmonies.
- _____ 9. Isaiah, my best *friend*, is moving to Kansas City, Missouri.
- _____ 10. Governor Stevenson is the best governor our state has had in several *years*.
- _____ 11. The campers took backpacks and *flashlights* when they camped out in the Appalachian Mountains.
- _____ 12. *Hillary's* going to try out for the next musical.
- _____ 13. The musical *Oklahoma!* will be presented to the Parent-Teacher Association.
- _____ 14. The contestants had to memorize one of *Robert Frost's* poems.
- _____ 15. The *tourists* attended the rodeo celebrating Annie Oakley.
- _____ 16. *Maureen's* the most talented flutist in the Johnson Middle School Orchestra.
- _____ 17. Mrs. Phillips, the children's *teacher*, has a keen sense of fashion.
- _____ 18. The *fullback's* helmet fell off when he was tackled.

Cumulative Review: Units 1–2

► **Exercise 1** Draw a vertical line between the subject and the predicate. Underline the noun in parentheses that best completes each sentence.

The (bicycle's, bicycles) tire | rolled down the street.

1. My dad's scrambled (eggs, eggs') were too runny to eat.
2. The identical (twins, twins') clothes always matched.
3. Madame Dupont taught her (student's, students) how to make Croque Monsieurs.
4. I love to read the Brontë (sisters, sisters') books.
5. Carlos, Isaac, and Hasan sold popcorn at (Saturdays', Saturday's) soccer match.
6. Edgar Allan (Poe's, Poes') story *The Black Cat* is very scary.
7. Shirley and her (friend's, friends) went to the mall after cheerleading practice.
8. John (Hancocks, Hancock's) signature was the first signature on the Declaration of Independence.
9. Many tourists are attracted to (Hawaii's, Hawaii's) beaches.
10. My parents' favorite singing group was the (Beatle's, Beatles).
11. The collie chewed up the (childrens', children's) toys.
12. My mother's (brother-in-laws, brothers-in-law) from Detroit go to the Pistons' games.
13. The five (maid of honors, maids of honor) at my sister's wedding wore pink.
14. The (newspapers, newspapers') headlines were about the earthquake in Japan.
15. The chicken pox attacked both (preschools', preschools) children.
16. Eugene and Jennifer were (runner-ups, runners-up) in the poetry contest.
17. Paul Cézanne painted many still-life (paintings', paintings).
18. The drama club invited all the (actor's, actors') families to the play's dress rehearsal.
19. My (friends', friends) and I had ice cream after dinner and before the concert.
20. Susie and Maria enjoy trying (Grandmother's, Grandmothers) recipes.

Unit 3: Verbs

Lesson 13

Action Verbs

The main word in a complete predicate of a sentence is the verb. An **action verb** is a word that names an action. Action verbs can express either physical or mental actions.

The white cloud **floated** lazily across the sky. (physical action)

Mary **thought** about the painting. (mental action)

Have, has, and had are also action verbs when they name what the subject owns or holds.

Jim **has** an entire set of Mark Twain books. (owns)

Jim **has** experience as a character actor. (holds)

► **Exercise 1** Draw two lines under the action verb in each sentence. Write *physical* or *mental* in the blank to indicate if the verb expresses physical action or mental action.

physical

Horses help humans in many ways.

1. Long ago, medieval knights fought battles atop powerful horses.
2. Lighter horses carried lords and ladies on fox hunts.
3. Travelers sometimes rode horses on long journeys.
4. Later, the wealthy traveled in horse-drawn carriages.
5. Farmers also relied on horses in the past.
6. American farms had more than 20 million horses and mules in 1900.
7. Today, many persons keep horses.
8. Children especially love shaggy, bright-eyed ponies.
9. Gentle Shetland ponies delight young children.
10. Shetlands stand only four hands (21 inches) high!
11. Sturdy and energetic, ponies perform many tasks.
12. The Chincoteague ponies run wild on an island off the Virginia coast.
13. According to legend, they swam ashore from a Spanish ship.

- _____ 14. The Spanish also brought horses to the Native Americans.
- _____ 15. Some Native Americans became skillful horsemen.
- _____ 16. They used horses in bison hunts.
- _____ 17. The Native Americans preferred the colorful Pinto and Appaloosa breeds.
- _____ 18. Bands of wild horses—Mustangs—roamed wild and free in the American West.
- _____ 19. Other types of horses never left the city.
- _____ 20. Shire horses pull wagons and carts through the narrow streets of London.
- _____ 21. Circus horses perform before appreciative audiences around the world.
- _____ 22. Police officers ride horses through busy city streets.
- _____ 23. Inside or outside the city, people train horses for many kinds of tasks.
- _____ 24. Horses learn signals through constant repetition.
- _____ 25. Eventually they respond to even the slightest signal from the rider.
- _____ 26. A good rider commands his or her mount effortlessly.
- _____ 27. The horse follows the rider's hand, leg, and body signals.
- _____ 28. Horses appreciate a familiar set of rules.
- _____ 29. For example, the rider always mounts a horse from its left side.
- _____ 30. Unfamiliar situations frighten some horses.
- _____ 31. However, horses have many excellent qualities.
- _____ 32. A horse remembers pleasant and unpleasant events from years before.
- _____ 33. Horses enjoy a thorough grooming each day.
- _____ 34. Horses eat grass, hay, and grain.
- _____ 35. Their stomachs hold eighteen quarts of food.
- _____ 36. A horse requires ten to twelve gallons of fresh water daily.

► **Writing Link** Imagine that you can have any horse you want. Use action verbs to describe the horse you would choose.

Lesson 14**Verbs: Transitive and Intransitive**

Depending on its use in a particular sentence, an action verb can be either transitive or intransitive. A **transitive verb** is followed by a word or words—called the direct object—that answer the question *what?* or *whom?* An **intransitive verb** is an action verb that does not have a direct object.

Transitive: The pilot **landed** the antique **airplane**. (*Airplane* is the direct object that answers the question *landed what?* after the verb *landed*.)

Intransitive: The pilot **landed** carefully. (There is no direct object answering the question *landed what?* or *whom?*)

► **Exercise 1** Draw two lines under each action verb. Circle each direct object. Write *T* in the blank if the verb is transitive or *I* if the verb is intransitive.

- T The pilot started the airplane.
- _____ 1. Wilbur and Orville Wright built the first successful airplane.
- _____ 2. They built their machine in Ohio.
- _____ 3. They took it to Kitty Hawk, North Carolina, for its first flight.
- _____ 4. Orville Wright flew the first airplane on December 17, 1903.
- _____ 5. The winds at Kitty Hawk blew steadily that day.
- _____ 6. The twelve-horsepower engine sputtered.
- _____ 7. Soon it lifted the 750-pound plane into the air for a flight of 120 feet.
- _____ 8. Orville's brother, Wilbur, ran alongside.
- _____ 9. This first flight lasted only twelve seconds.
- _____ 10. The Wright brothers made three more flights that day.
- _____ 11. The longest one lasted fifty-nine seconds.
- _____ 12. Few newspapers carried news about the first flight.
- _____ 13. The brothers made improvements on their airplane and their flight techniques.
- _____ 14. Other designers worked hard.
- _____ 15. More successful airplanes appeared.

- _____ 16. Of course, the first pilots had no flight instructors.
- _____ 17. Louis Blériot flew across the English Channel in 1909.
- _____ 18. In 1910, Glenn H. Curtiss piloted his craft from Albany to New York City.
- _____ 19. Airplane technology grew quickly.
- _____ 20. At first, persons used open fields as airports.
- _____ 21. Some airports today retain the word *field* in their names.
- _____ 22. Air fields operated as early as 1909.
- _____ 23. Workers built twenty airports in three years.
- _____ 24. In 1914, the First World War began.
- _____ 25. Both sides in the war found new uses for airplanes.
- _____ 26. The number of air fields expanded because of the new airplane technologies.
- _____ 27. After the war, even the U.S. Postal Service realized its need for airplanes.
- _____ 28. In the 1930s, passengers used planes as an important means of transportation.
- _____ 29. The government counted 1,036 airports in the United States in 1927.
- _____ 30. Today more than eleven thousand airports exist in the United States.
- _____ 31. Fewer than one thousand of them serve large planes.
- _____ 32. Planners established airports close to cities for convenience.
- _____ 33. They chose the sites carefully.
- _____ 34. Nonetheless, airports created problems for some persons.
- _____ 35. Jet engines generate more noise than propeller engines.
- _____ 36. Nearby residents complain sometimes about the noise problem.

► **Writing Link** Would you like to become a pilot someday? Write a paragraph explaining why or why not. Use transitive and intransitive verbs.

Lesson 15**Verbs with Indirect Objects**

Both a direct object and an indirect object may follow an action verb in a sentence. An **indirect object** tells *to whom* or *for whom* the verb's action is done.

Kara sold **Matt** the bicycle. (*Matt* tells *to whom* Kara sold the bicycle. *Bicycle* is the direct object.)

Indirect objects follow certain rules. First, indirect objects are found only in sentences that have direct objects. Second, an indirect object always comes before a direct object. Finally, the prepositions *to* or *for* can be inserted before the indirect object; its position in the sentence can be changed, and the sentence will still make sense.

Levi threw **Jake** the football. (*Jake* is the indirect object before the direct object, *football*.)

Levi threw the football **to Jake**. (The meaning of the sentence is unchanged. *Jake* was an indirect object in the first example.)

► **Exercise 1** Write **DO** above each direct object and **IO** above each indirect object. Not every sentence has an indirect object.

IO DO

Wrenn left Josh his video.

1. Yuri threw Karen the ball.
2. The jeweler sold the couple two lovely rings.
3. Roberto refunded Rayna the cost of the unused ticket.
4. Mr. Kenja gave Miki and Vance permission for their project.
5. The student council assigned our class the clean-up project.
6. Pablo paid the clerk two dollars for the birthday card.
7. Ted's mom sent our family the photograph.
8. Jean-Luc speaks French fluently.
9. Sarah guaranteed Ali full payment for his work at her print shop.
10. Alicia lent Steve her history book.
11. Mona showed Emilio her new tennis racket.
12. Mr. Hayes presented the team the first-place trophy.

13. Joanna handed the mail carrier her letter.
14. Boris gave Anita the ruler.
15. Seth taught our class sign language last year.
16. Will made his dog a house.
17. During the game, Salahi passed Harry the ball for three lay-ups.
18. Carl approached the intersection cautiously.
19. Sheila asked her teacher the new student's name.
20. We chose Tammi as our team captain.
21. James offered his classmate a ride to the science fair.
22. They refunded Dad the overcharge.
23. Sally owed Tanya a CD.
24. Akira sold a children's magazine his story.
25. Drew told the children a story at the library last Saturday.
26. Alex bought Jean a ticket to the movie.
27. Isabel lent me her portable radio for the picnic.
28. Debra walked her dog after dinner.
29. The carpenter built the Rileys some beautiful kitchen cabinets.
30. The captain showed his troops the plan.
31. She assigned the class a paper that would be due in one week.
32. Ahmed left the rare bird some food on his way to school.
33. The principal often offers students and teachers his advice.
34. Charlie taught the vocalist the new aria.
35. Terry assured the client of his support in the matter.
36. The deer leapt the creek with ease.
37. Philip conceded Kamil the argument.
38. Mrs. Jones brought Henry his homework.

Lesson 16**Linking Verbs and Predicate Words**

A **linking verb** joins the subject of a sentence with a noun or adjective in the predicate that identifies or describes the subject. *Be* in all its forms (*am, is, are, was, were*) is the most common linking verb. Other linking verbs include *appear, become, feel, grow, look, seem, smell, sound, taste, and turn*.

Corinne **was** captain. (The linking verb *was* links *captain* to the subject, *Corinne*.)

► **Exercise 1** Draw two lines under each verb. Place a check in the blank next to each sentence that contains a linking verb.

- ☒ The bird is red.
- _____ 1. The grass became brown and dry during the drought.
- _____ 2. The delicious dessert was cherry cobbler.
- _____ 3. Karen asked for that book for her birthday.
- _____ 4. His answer annoyed me.
- _____ 5. The exterior of the new auditorium appears stately.
- _____ 6. Cally looks hot and weary after mowing the grass.
- _____ 7. The wonderful train ride became an impressive memory.
- _____ 8. My younger sister played Tiny Tim in the play.
- _____ 9. The auctioneer of the old property was Alice's father.
- _____ 10. The annual school choral production was a success.
- _____ 11. The smell of burning leaves brought memories of the past.
- _____ 12. The country church bells sounded across the meadow.
- _____ 13. Our old barn is a warm shelter for the cattle in winter.
- _____ 14. Colette ran the marathon in record time.
- _____ 15. Jamal's new bicycle seemed too large for him.
- _____ 16. The long line of school buses became a caravan for the team.
- _____ 17. Today the summer skies seem extremely blue.

_____ 18. The old candy bar tasted stale.

_____ 19. The novel soon turned dull.

_____ 20. The movie ended too quickly.

The words that follow a linking verb and identify or describe the subject are called **subject complements**. The two kinds of subject complements are predicate nouns and predicate adjectives. A **predicate noun** follows a linking verb and renames the subject. A **predicate adjective** follows a linking verb and describes the subject. Predicate nouns and predicate adjectives may be compound.

Corinne was a **team captain** and a **friend**. (compound predicate noun)
She sounded **tired** but **hopeful**. (compound predicate adjective)

► **Exercise 2** Write *PN* above each predicate noun and *PA* above each predicate adjective.

PA

The Grand Canyon is spectacular at any time of the year.

1. Those mountains become a source of water for our city.
2. The toddler sounded fussy and sleepy.
3. Their opinions on the matter turned sour.
4. Manufacturing was the major industry.
5. The new foreign exchange student seems homesick.
6. The young actor's face appeared old and unhappy with the makeup.
7. Ellie looked joyful over her first-place award.
8. The storm grew intense during the early morning hours.
9. The secretary automatically becomes the president the following year.
10. The old trapper's cabin smelled damp and musty.
11. Jamil felt anxious about his driver's test.
12. The proposed program sounds innovative.
13. Professor Kohler became an authority on the Mesozoic era.
14. The tin soldier looked serious and strong in his place on the shelf.
15. The first buds of spring soon became beautiful flowers.

16. Robyn grew nervous before exams.
17. The green apples tasted bitter to everyone.
18. Sonja became the class expert on astronomy.
19. The weather turned sunny during our camping trip.
20. Every other Saturday Mel was the substitute mail carrier.
21. The handblown glass ornament looked fragile.
22. The twin boys sounded excited about their new baby sister.
23. These frogs were tadpoles not too long ago.
24. The authors felt honored by the recognition.
25. The highway was once an old wagon train route.

► **Exercise 3** Draw two lines under each verb. Write *PN* above each predicate noun and *PA* above each predicate adjective. Some sentences do not have a predicate noun or predicate adjective.

PA
My birthday cake looks beautiful.

1. The car appeared old and rusty.
2. Those tulips look fantastic in the spring sunshine.
3. The old stairway in Kelly's house seems long.
4. Jafar convinced Jennifer of his sincerity.
5. The November weather turned cold and miserable.
6. Steve sickened at the thought of missing his plane.
7. The new team member is Laurie's cousin.
8. Last winter began too soon.
9. The shadows were dark and silent.
10. The roads appeared glassy after the ice storm.
11. My little brother begged for the video.

12. The stately bare tree looked eerie against the sky at twilight.
13. In the middle of the street sat a yellow cat.
14. Mr. Smith grew angry at himself.
15. That farm truck is full of golden corn.
16. Teri became the fastest runner on the track team.
17. Mrs. Vaughn sounded confident about the new computer program.
18. Pecan pie tastes rich and sweet.
19. The snow lies heavily on the rooftops.
20. Marcie's father is a firefighter.
21. Vacation time grew short toward the end of August.
22. Buffalo, New York, was their destination.
23. The salty sea air smelled fresh and welcoming to Kirsten.
24. The dinosaurs in the movie appeared lifelike.
25. The small acorn became a giant oak.

► **Writing Link** Write a paragraph describing what you might see on a winter walk in the woods. Use linking verbs and predicate words.

Lesson 17**Present and Past Tenses**

Tense refers to the form of the verb that shows the time of the action.

The **present tense** refers to an action that is happening now, to an action that happens regularly, or to a situation that is generally true. The present tense and the base form of a verb are the same when used with all subjects except singular nouns or *he, she, or it*. In these cases *-s* or *-es* is added to the verb.

I **smell** the fresh bread. (happening now)

The coach **calls** practice daily. (happens regularly, generally true)

The **past tense** refers to an action that has already occurred. The past tense of many verbs is formed by adding *-ed* to the base form of the verb.

I **smelled** the bread earlier.

Isabel **called** the coach.

► **Exercise 1** Draw two lines under each verb. Write its tense, *present* or *past*, in the blank.

- | | |
|---|---|
| <p><u>present</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Archaeologists <u>study</u> the past.</p> <p>1. Herodotus lived centuries ago in Asia Minor.</p> <p>2. No one knows the exact dates of his birth and death.</p> <p>3. According to historians, he lived between 484 B.C. and 420 B.C.</p> <p>4. The Roman orator Cicero once called Herodotus “the Father of History.”</p> <p>5. Today historians study his books about the Persian Empire.</p> <p>6. Herodotus considered his own work an “inquiry.”</p> <p>7. Many individuals enjoy his lively style of writing.</p> <p>8. The historian gained knowledge for his books during his journeys.</p> <p>9. He traveled widely through Greece, the Middle East, and North Africa.</p> <p>10. His books show his gift as a storyteller of history.</p> <p>11. Other historians of this period encountered difficulties with some of Herodotus’s accounts.</p> |
|---|---|

- _____ 12. Herodotus remains the main source of original information on Greek history between 550 B.C. and 479 B.C.
- _____ 13. Through his travels he learned about the customs and history of other peoples.
- _____ 14. His books show his boundless curiosity about peoples and their customs.
- _____ 15. Herodotus described his accounts of their customs.
- _____ 16. His first four books describe the history and divisions of the Persian empire.
- _____ 17. Ancient rulers accumulated large archives of documents and records about their achievements.
- _____ 18. Archaeologists study records and remains.
- _____ 19. Even Herodotus showed interest in fossils as a link to the past.
- _____ 20. The works of Herodotus preserve the past for all humankind.

► **Exercise 2** Draw two lines under each verb. Correct each sentence by writing in the blank the past tense form of the verb.

- conducted _____ Archaeologists conduct that excavation in 1936.
- _____ 1. Two travelers first uncover Native American cities in 1839.
- _____ 2. John Lloyd Stephens and Frederick Catherwood discover the lost city of Copan.
- _____ 3. Stephens and Catherwood persist in their search.
- _____ 4. They notice great stone stairs in the Honduran jungle.
- _____ 5. They hack the jungle undergrowth.
- _____ 6. Amazement grips them at the top of the stairs.
- _____ 7. The two perceive a vast temple below them.
- _____ 8. Catherwood traces outlines on ruled paper.
- _____ 9. He produces drawings and paintings of Copan's monuments.
- _____ 10. Unfortunately, Catherwood contracts malaria.
- _____ 11. Stephens publishes a book about their discoveries.

- _____ 12. He describes the ancestors of the region's Mayan peoples.
- _____ 13. The Mayan civilization thrives from the fourth to the sixteenth centuries.
- _____ 14. More than 1,000 years ago, 100,000 persons live in the ancient city of Tikal.
- _____ 15. Classic Mayan civilization lasts until the tenth century.
- _____ 16. City centers possess great numbers of pyramids and palaces.
- _____ 17. Civil war weakens the cities, however.
- _____ 18. Eventually, the common citizens abandon their mighty rulers.
- _____ 19. Their greatest contribution improves the lives of everyone.
- _____ 20. They develop foods different from any other foods in the world.

► **Exercise 3** Draw two lines under each verb. Correct each sentence by writing in the blank the present tense of the verb.

- wonder _____ People constantly wondered about life on Earth many years ago.
- _____ 1. Discoveries about prehistoric times on Earth excited even young children.
- _____ 2. Archaeologists, geologists, and paleontologists provided us with these discoveries and their revelations about the past.
- _____ 3. Geologists studied the history of Earth and its life through rocks.
- _____ 4. Scientists who collected fossils are paleontologists.
- _____ 5. Archaeologists examined material remains such as fossils, artifacts, and relics of past human life and activities.
- _____ 6. Rocks contained such fossils and remains of the past.
- _____ 7. Fossils revealed to us the history of life on Earth.
- _____ 8. They formed over long periods of time.
- _____ 9. Fossils such as pieces of bone, a tooth, or an impression in a rock showed us examples of past life.
- _____ 10. Geologists calculated the ages of the layers of rock.

- ▶ Writing Link** Write a paragraph describing what you might see as a traveler in the ancient Mayan world. Use the past tense of verbs to describe your journey.

[illegible]

Lesson 18**Main Verbs and Helping Verbs**

All verbs have four principal parts that are used to form the tenses.

PRINCIPAL PARTS OF THE VERB TALK

BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
talk	talking	talked	talked

Other tenses are formed by combining the present participle and the past participle with helping verbs. A **helping verb** helps the **main verb** tell about an action or make a statement. One or more helping verbs followed by a main verb is called a **verb phrase**.

They **are talking** to Sheila about the game. (*Are* is the helping verb, and *talking* is the main verb. Together they form a verb phrase.)

Be, have, and do are the most common helping verbs. Forms of the helping verb *be* are *am, is, and are* in the present and *was and were* in the past. These forms combine with the present participle of the main verb. The helping verb that combines with the past participle of a verb is *have*. Its forms include *have* and *has* in the present and *had* in the past.

► **Exercise 1** Draw two lines under the correct helping verb in parentheses and two lines under the participle. Write *pres. part.* or *past part.* in the blank to indicate whether the participle is present or past.

- pres. part Alonso (is, has) winning the race.
- _____ 1. Ricardo and Craig (are, have) arriving tomorrow.
- _____ 2. Our team (was, had) worked hard to win the pennant.
- _____ 3. Sally (is, has) joining our debate team.
- _____ 4. My dog Rusty (is, has) always barking at something.
- _____ 5. The class (is, has) going to the museum.
- _____ 6. The buses (were, had) arrived late at the auditorium.
- _____ 7. The workers (had, were) painted the bleachers for the first time.
- _____ 8. My bike (is, has) working fine since it was in the shop.
- _____ 9. Mason's sisters (are, have) played many women's sports.
- _____ 10. Dad (was, had) looked everywhere for his keys.

- _____ 11. Georgia's friends (have, are) receiving the awards.
- _____ 12. Trent (were, had) printed the poster.
- _____ 13. The new student (is, has) registering at school.
- _____ 14. My friends (have, are) watching the video this afternoon.
- _____ 15. The Sanchez family (is, has) moving in next door.
- _____ 16. Mr. Chen (is, had) reserving the tickets.
- _____ 17. Isabel (are, was) awarded a prize.
- _____ 18. Someone (is, has) marked up my new book.
- _____ 19. The horses (are, have) running across the park.
- _____ 20. The sailboats (were, had) tossed by the storm.
- _____ 21. Anne (is, had) walking to the store.
- _____ 22. Don and Karen (have, are) joining us for the trip.
- _____ 23. Jodi and Hasan (are, have) experimented with a glider.
- _____ 24. The teachers (were, had) evaluating the students.
- _____ 25. The clouds (are, have) gathering to produce a shower.
- _____ 26. The jet planes (is, had) soared over the town.
- _____ 27. The airplane (is, has) replaced the train for rapid travel.
- _____ 28. Our pen pals (are, have) enjoyed the video of our school.
- _____ 29. Artists (have, are) coming to give us a presentation.
- _____ 30. Music (are, has) ranked among my favorite subjects.
- _____ 31. The sleek cat (is, had) crouching as if ready to pounce.
- _____ 32. The birthday gifts (were, had) covered in shiny paper.
- _____ 33. We (were, have) exposed to excellent sound quality at the concert.
- _____ 34. Tina (is, had) succeeded in every sport she tried last year.
- _____ 35. Languages (are, has) fascinating to me.
- _____ 36. I (were, had) suspected that it would rain.
- _____ 37. The garden (is, has) remained my parents' pride and joy.
- _____ 38. The owners (are, have) placed the sheep in their pens.

Lesson 19

Verb Forms: Present Progressive and Past Progressive

The present tense of a verb describes an action that occurs repeatedly. The **present progressive form** of a verb refers to an action that is continuing in the present. The present participle of the main verb and the helping verb *am*, *are*, or *is* combine to make up the present progressive form.

PRESENT PROGRESSIVE FORM

SINGULAR

I **am painting.**You **are painting.**He, she *or* it **is painting.**

PLURAL

We **are painting.**You **are painting.**They **are painting.**

The **past progressive form** of a verb refers to an action that was continuing at some point in the past. The present participle of the main verb and the helping verb *was* or *were* combine to make up the past progressive form.

PAST PROGRESSIVE FORM

SINGULAR

I **was painting.**You **were painting.**He, she, *or* it **was painting.**

PLURAL

We **were painting.**You **were painting.**They **were painting.**

► **Exercise 1** If the verb in *italics* is in the present tense, write its present progressive form in the blank. If it is in the past tense, write its past progressive form.

was lookingBrett *looked* at the history book.1. The rain *hindered* our plans yesterday.2. I see Carl's father *greet*s visitors at the door today.3. Sally *pace*s her sports training wisely.4. Ted *place*d first in the finals this year when he won the meet.5. Duwane *miss*ed the announcement.6. If you *move* tomorrow, let me know.7. Apparently, our grass *survive*s the long dry spell.8. Carrie *regulate*s her study time.9. The summer sun *heat*s up the morning.

- _____ 10. The ants in Margo's ant farm *labor* ceaselessly.
- _____ 11. Chet *registers* before the game begins.
- _____ 12. I *recommend* you see that movie before its run is over.
- _____ 13. My parakeet *sings* while I study.
- _____ 14. The play-off game *measures* up with the one last year.
- _____ 15. You *tie* the package securely.
- _____ 16. Harry *touches* on the main point of the idea.
- _____ 17. The birds *scolded* me for disturbing their nest.
- _____ 18. The exchange students *settled* down in their new homes.
- _____ 19. I *treat* my bike better than my brother treats his car.
- _____ 20. Susan *thanked* us before she left.
- _____ 21. Naomi *walks* to school every day this term.
- _____ 22. Ali *washes* his uniform after every competition.
- _____ 23. Linda *wavers* between majoring in chemistry and majoring in biology.
- _____ 24. The neighbors *wrestle* with the move.
- _____ 25. They *urge* us to see the play.
- _____ 26. I *return* your book to the library.
- _____ 27. Elizabeth *watched* that program after the news.
- _____ 28. When you *utilize* your best speed on the turn, be careful.
- _____ 29. Ophelia *shapes* the clay into the beautiful figurine.
- _____ 30. The sun *smiled* warm and bright on the afternoon.
- _____ 31. The stars *sparkle* on a cloudless night.
- _____ 32. It *occurs* every evening before sunset.
- _____ 33. Our efforts *merited* a break in our work schedule.
- _____ 34. I *oil* the machine more often now.
- _____ 35. She *guessed* about the time.
- _____ 36. Sonia *hummed* that tune during art class.

Lesson 20**Perfect Tenses: Present and Past**

The **present perfect tense** of a verb names an action that happened at some time in the past. It also names an action that happened in the past and is still occurring. The past participle of the main verb and the helping verb *have* or *has* make up the present perfect tense.

PRESENT PERFECT TENSE**SINGULAR****I have studied.****You have studied.****He, she, or it has studied.****PLURAL****We have studied.****You have studied.****They have studied.**

The **past perfect tense** of a verb names an action that was completed before another action or event in the past. The past participle of the main verb and the helping verb *had* make up the past perfect tense.

PAST PERFECT TENSE**SINGULAR****I had studied.****You had studied.****He, she, or it had studied.****PLURAL****We had studied.****You had studied.****They had studied.**

► **Exercise 1** Draw two lines under each verb. Write its present perfect tense in the blank.

have offeredI offered my services for their anniversary celebration.

1. They remember the gifts for the guest speakers.

2. Kenji refers to the book on the top shelf.

3. Kara performs the dance already.

4. The old sailing ship navigates the difficult shallows.

5. I follow Marty's suggestions.

6. The neighbor's dog growls at me each morning.

7. That cat naps every chance he gets!

8. That old movie influences many people.

9. James loves that book.

- _____ 10. They demolish our team every year!
- _____ 11. We attend Mr. Kumba's class regularly.
- _____ 12. You confine your campfire to this small area.
- _____ 13. Connie's track victories attract press attention.
- _____ 14. At sunset the clouds amaze me with their beautiful colors.
- _____ 15. In the story, Gilgamesh wanders forever.
- _____ 16. The plot of the play unites the friends in the end.
- _____ 17. The tree turns a brilliant red.
- _____ 18. These pictures demonstrate Sunee's artistic style.
- _____ 19. Logic rules our scientific thought.
- _____ 20. Jay and Dave serve the class project well.

► **Exercise 2** Fill in the blank using the verb and tense given in parentheses. *Past perf.* indicates past perfect tense, and *pres. perf.* indicates present perfect tense.

- Jake and Luis have rafted down the river in Colorado. (*raft*, pres. perf.)
1. She _____ him before school started. (*telephone*, past perf.)
 2. The dog _____ out of its collar. (*slip*, pres. perf.)
 3. The waters of the lake _____ in the sunlight. (*sparkle*, pres. perf.)
 4. The tulips _____ before the frost. (*sprout*, past perf.)
 5. Native Americans _____ a basketball-like game for many years. (*play*, pres. perf.)
 6. If you _____, you would have had a better view. (*move*, past perf.)
 7. If I _____ it before, I wouldn't have to hunt for it now. (*notice*, past perf.)
 8. When you _____ the package, will you open it? (*obtain*, pres. perf.)
 9. Simon _____ toward running the race. (*lean*, past perf.)
 10. The dog _____ the cat once before. (*harm*, pres. perf.)
 11. The wind _____ my hat before I could react. (*grab*, past perf.)
 12. When you _____ it, did the model shine? (*clean*, past perf.)

Lesson 21**Expressing Future Time**

The **future tense** of a verb is formed by adding the helping verb *will* before the main verb. When the subject is *I* or *we*, the helping verb *shall* is sometimes used.

Our big tournament **will begin** next week.

Time words such as *tomorrow*, *next year*, and *later* are used to refer specifically to future time to show that an action has yet to occur. They are used with the present tense of the verb.

Our big tournament **starts next week**.

The present progressive form can also be used with time words to express future actions.

Our big tournament **is starting next week**.

The **future perfect tense** of a verb refers to an action that will be completed before another future action begins. The future perfect tense is formed by inserting *will have* or *shall have* before the past participle of the verb.

By that time, our big tournament **will have started**.

► **Exercise 1** Draw two lines under each verb or verb phrase. In the blank write the tense of the verb: *present*, *pres. prog.* (present progressive), *future*, or *fut. perf.* (future perfect).

- fut. perf. Trent will have received the award by eight o'clock.
- _____ 1. I will unhook the chain.
- _____ 2. Gina will have walked home by now.
- _____ 3. Ted is advising us about our leaky roof tomorrow.
- _____ 4. They will watch a video on that classic story.
- _____ 5. The school's chess match is beginning tomorrow afternoon.
- _____ 6. By then, I shall have tired of it.
- _____ 7. Camilla will smooth over the problem.
- _____ 8. The dancers are settling on a program next week.
- _____ 9. I will perform up to my instructor's expectations.

- _____ 10. Juan will have persisted until the end of the match.
- _____ 11. Chen practices his violin every day.
- _____ 12. We shall respect his achievements.
- _____ 13. Tomorrow they will mutter about the team's loss.
- _____ 14. Karen will organize the class project.
- _____ 15. They are responding to our suggestion soon.
- _____ 16. Our relatives will stop at our house on their vacation.
- _____ 17. They will have measured the right amount in chemistry class.
- _____ 18. He will have impressed everyone with his vocal talents.
- _____ 19. The store will have inscribed the ring before delivery.
- _____ 20. I shall have earned the coach's respect.
- _____ 21. Kyle distinguishes one of that group's songs from another.
- _____ 22. Jeanne is gathering her books together.
- _____ 23. The station will have fulfilled its promise by Tuesday.
- _____ 24. Next season we debate the other teams in our conference.
- _____ 25. I will describe the plot in my oral book report on Friday.
- _____ 26. Your efforts will have contributed to the environment.
- _____ 27. Sheila advises everyone on financial matters.
- _____ 28. Saturday I will clean my room.
- _____ 29. The marathon runners compete next fall.
- _____ 30. Farm horses will astonish you with their size.
- _____ 31. Before evening, I will have looked everywhere.
- _____ 32. Our team will turn around yet.
- _____ 33. We shall have suggested several options by then.
- _____ 34. Your science project will stimulate great interest.
- _____ 35. Maybe then he will have perceived the solution.
- _____ 36. Darla opposes a picnic in that park every year.

Lesson 22**Active and Passive Voices**

A sentence is in the **active voice** when the subject performs the action of the verb.

Neil Armstrong **landed** the *Apollo* lunar module on the moon in 1969.

A sentence is in the **passive voice** when the subject receives the action of the verb. The verb in a passive-voice sentence consists of a form of *be* and the past participle. Often a phrase beginning with *by* follows a verb in a passive-voice sentence.

The *Apollo* lunar module **was landed** on the moon in 1969 **by** Neil Armstrong. (*was* and the past participle of *land* followed by a phrase beginning with *by*)

The active voice is stronger and emphasizes the performer. Use the passive voice when you want to emphasize the receiver of the action or de-emphasize the performer. Also, use the passive voice if you do not know who the performer is.

The moon **was reached** in 1969. (focuses on the event)

The spacecraft **was landed**. (You do not want to state who landed it.)

► **Exercise 1** Write in the blank whether the sentence is in the *active* or *passive* voice. Draw a line under the receiver of the action.

- _____ passive The heavens were studied by ancient astronomers.
- _____ 1. A solar eclipse was predicted by Thales of Miletus in 585 B.C.
- _____ 2. Hipparchus established an observatory in the third century B.C.
- _____ 3. A supernova, or exploding star, was recorded by Chinese astronomers in 1054.
- _____ 4. According to the Greek astronomer Ptolemy, the sun and the planets circled Earth once a day.
- _____ 5. In 1543, a new theory was suggested by a Polish astronomer, Copernicus.
- _____ 6. In this theory, Earth and other planets orbited the sun.
- _____ 7. The use of Copernicus's theory was forbidden by religious leaders until 1757.

- _____ 8. However, persons were convinced about Copernicus's theory by the discoveries of other astronomers.
- _____ 9. The law of universal gravitation was discovered by Sir Isaac Newton.
- _____ 10. The Copernican theory gained support after this discovery.
- _____ 11. Uranus was found by Sir William Herschel in 1781.
- _____ 12. Pluto was discovered by Clyde William Tombaugh in 1930.
- _____ 13. The closest planet to the sun, Mercury, orbits the sun in eighty-eight Earth days.
- _____ 14. Venus is called "the Morning Star" by many persons.
- _____ 15. An American space probe, *Mariner II*, reached Venus in 1962.
- _____ 16. It sent back data about conditions on and near Venus.
- _____ 17. The surface of Venus has been mapped by succeeding American space probes.
- _____ 18. We call Mars "the Red Planet."
- _____ 19. This planet was named by ancient Romans after the red god of war in Roman mythology.
- _____ 20. Limonite, a brick-colored mineral, gives Mars its red color.
- _____ 21. Mars orbits the sun in about 687 Earth days.
- _____ 22. Mars was observed by the U.S. spacecraft *Mariner IV* in 1965.
- _____ 23. In 1976, the United States landed *Viking I* near the planet's equator.
- _____ 24. Photographs of the surface of Mars were sent back to Earth by both *Viking I* and *Viking II*.
- _____ 25. They showed the canyons, deep gorges, and "dry river beds" on the surface of Mars.
- _____ 26. The first space shuttle, *Columbia*, was launched by the United States in 1981.
- _____ 27. Two big booster rockets launch the space shuttle into orbit.
- _____ 28. It uses its wings to land like a glider.

Lesson 23**Irregular Verbs I**

These irregular verbs are grouped according to the way they form their past and past participles.

IRREGULAR VERBS

PATTERN	BASE FORM	PAST	PAST PARTICIPLE
One vowel changes to form the past and the past participle.	begin	began	begun
	drink	drank	drunk
	ring	rang	rung
	sing	sang	sung
	spring	sprang <i>or</i> sprung	sprung
The past form and past participle are the same.	swim	swam	swum
	bring	brought	brought
	buy	bought	bought
	catch	caught	caught
	creep	crept	crept
	feel	felt	felt
	get	got	got <i>or</i> gotten
	keep	kept	kept
	lay	laid	laid
	leave	left	left
	lend	lent	lent
	lose	lost	lost
	make	made	made
	pay	paid	paid
	say	said	said
	seek	sought	sought
	sit	sat	sat
	sleep	slept	slept
	teach	taught	taught
	think	thought	thought
	win	won	won

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► **Exercise 1** Complete each sentence with the past tense or past participle of the irregular verb in parentheses.

Wendy had sat down before the music began. (sit)

- Ethan had _____ late that morning. (sleep)
- Ria _____ her new book yesterday. (get)

3. Harry _____ me waiting for an hour. (keep)
4. Mai-Lin had _____ about her topic before she wrote the report. (think)
5. My cat just _____ there while the mouse escaped. (sit)
6. I had _____ too much for the CD at the mall. (pay)
7. Akira _____ the art prize last year. (win)
8. Jessica _____ success to our track team last season. (bring)
9. I _____ this cold last week. (catch)
10. Mary had _____ the homework before I arrived. (begin)
11. The horse never _____ a race until yesterday. (lose)
12. Duwana had _____ in the choir before. (sing)
13. We had _____ before the buses arrived. (leave)
14. Mr. Hasan _____ that class last year. (teach)
15. My front tire had _____ a leak. (spring)
16. Cal _____ bad about the test. (feel)
17. Susan's dog _____ a sunny nook in which to sleep. (seek)
18. They have always _____ new books for their birthdays. (get)
19. The cat _____ up on me before he pounced playfully. (creep)
20. They _____ they thought the snow was too good to be true. (say)
21. My little brother had _____ all the orange juice. (drink)
22. The door bell _____ sharply against the quiet. (ring)
23. Sheila _____ across the lake last year. (swim)
24. Shawn had _____ one last week. (buy)
25. I _____ the book down somewhere and lost it completely. (lay)
26. Yesterday Tama _____ her science project. (begin)
27. Two of the art students have _____ the set for this play. (make)
28. He had _____ his jacket to another member of the team. (lend)

Lesson 24**Irregular Verbs II**

The following irregular verbs are grouped according to the way their past form and past participle are formed.

IRREGULAR VERBS

PATTERN	BASE FORM	PAST FORM	PAST PARTICIPLE
The base form and the past participle are the same.	become come run	became came ran	become come run
The past form ends in <i>-ew</i> and the past participle ends in <i>-wn</i> .	blow draw fly grow know throw	blew drew flew grew knew threw	blown drawn flown grown known thrown
The past participle ends in <i>-en</i> .	bite break choose drive eat fall give ride rise see speak steal take write	bit broke chose drove ate fell gave rode rose saw spoke stole took wrote	bitten <i>or</i> bit broken chosen driven eaten fallen given ridden risen seen spoken stolen taken written
The past form and the past participle do not follow any pattern.	am, are, is do go tear wear	was, were did went tore wore	been done gone torn worn
The base form, past form, and past participle are all the same.	cut let	cut let	cut let

► **Exercise 1** Complete each sentence with the past tense or past participle of the irregular verb in parentheses.

I had chosen the gift before you called. (choose)

1. We _____ names to select a winner. (draw)
2. My friends had _____ all the pizza by the time I arrived. (eat)
3. I _____ the pictures to class yesterday. (take)
4. They had _____ the horses before riding them. (see)
5. Rick _____ to Mr. Tanabe last week. (write)
6. You could have _____ if you had tried. (rise)
7. I had _____ happy to hear from her. (be)
8. Carlos _____ to the grocery store yesterday. (go)
9. Sandra had _____ her finger on the paper. (cut)
10. The wind _____ until the trees looked like green banners. (blow)
11. Davina has _____ her picture many times. (draw)
12. The yard _____ a dreamland of shapes due to the snow drifts. (become)
13. Had you ever _____ a bonsai tree before? (grow)
14. I should never have _____ them use the car. (let)
15. We _____ to Yellowstone Park for our vacation last year. (drive)
16. The temperature had _____ drastically during the night. (fall)
17. The butterfly _____ lazily to another bright flower. (fly)
18. Last summer, I had been _____ all over by mosquitoes. (bite)
19. The old tree _____ bare as winter approached. (grow)
20. Had you _____ at a seminar before? (speak)
21. The moon had _____ before the sky grew black. (rise)
22. Have you ever _____ a roller coaster? (ride)
23. Seth had _____ the answers to all the questions. (know)
24. Judi _____ a huge party for her daughter's sixteenth birthday. (throw)
25. Mom and Dad _____ away for a quiet weekend at the beach. (steal)

26. We _____ the brilliant winter sunrise this morning. (see)
27. Kate _____ the school's free throw shooting record. (break)
28. We had never _____ anything like this safari before. (do)
29. Cheryl had _____ every ounce of energy to the successful performance.
(give)
30. The morning has _____ by too quickly for us to enjoy it. (go)
31. My aunt had _____ her new dress to the theater. (wear)
32. Chen _____ upon his memories to write that story. (draw)
33. Jennifer had _____ her best in the hurdles event. (run)
34. Seth _____ the picture out of the magazine. (tear)
35. Have you ever _____ a model airplane like that one before? (fly)
36. We _____ cross-country instead of trying out for baseball. (run)
37. Who _____ the crossword puzzle? (do)
38. Jodi has _____ a famous singer. (become)
39. Unfortunately, I _____ to throw out my old comic book collection years
ago. (choose)
40. The snow had _____ in the night, silently, unexpectedly. (come)

► **Exercise 2** Underline the word in parentheses that best completes each sentence.

Ms. Joyce has (wrote, written) several successful novels.

1. If I had (knew, known) you were coming, I would have cleaned my room.
2. Cynthia (gave, given) her sister a fabulous birthday present.
3. George and Mike have often (spoke, spoken) of their trip to Japan.
4. The rainbow (grew, grown) more brilliant as the sky cleared.
5. Unfortunately, Julia (tore, torn) her favorite blouse.
6. The entire family (ate, eaten) some of Aunt Vivian's peach cake.
7. Louis had (became, become) bored with his hobby.
8. Simone had (took, taken) some flowers to her cousin in the hospital.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Unit 3 Review

► **Exercise 1** Write *T* (transitive), *I* (intransitive), or *LV* (linking verb) above each verb. Write *PN* above each predicate noun and *PA* above each predicate adjective.

LV PA

The dog becomes nervous during each thunderclap.

1. They brought the presents for the party.
2. Sean became content.
3. Charles rode easily and gracefully.
4. Isabel rang the bell.
5. That old white cat is fat and lazy.
6. Mr. Tanaka assigned our group the project.
7. The softball team leaves a great record.
8. The ladybug seems a gentle, harmless creature.
9. Carol paints beautifully.
10. Crystal saw the dead cactus.
11. The trees shaded the park.
12. Camilla sold her cards to Irene.
13. Sally's track record is impressive.
14. Marie taught me a few Breton words.
15. The archery team won first place.
16. Emily makes expressive, moving portraits.
17. We are ready with these clothes.
18. They guaranteed Sandra a place on the team.
19. The airplane taxied before take-off.
20. That rock is quartz.

Cumulative Review: Units 1–3

► **Exercise 1** Draw two lines under each verb. Write in the blank the tense of the verb: *present, past, present progressive, past progressive, present perfect, past perfect, future, or future perfect*.

past perfect

An enthusiastic group had given the performance.

1. Experts were examining the book.
2. Lennie will call before Tuesday.
3. Their team had lost the game during the first quarter.
4. The sun has hidden behind the clouds all day.
5. Critics praised that animated movie.
6. He will have torn some of his clothing on the hike.
7. Ayita pulls weeds in her garden all summer long.
8. The crowds are flooding the malls every weekend.
9. Alice had talked about the shop for some time.
10. We were leaving on a jet plane.

► **Exercise 2** Identify each kind of sentence. Write *dec.* (declarative), *int.* (interrogative), *exc.* (exclamatory), or *imp.* (imperative) in the blank. Then write *com.* above each common noun and *prop.* above each proper noun.

int.

Where will you go after school, Tina?

com. prop.

1. Had Dara seen the video before the other students?
2. Belinda, our new president, will have talked to you about our plan.
3. Hurry! Our dog is barking wildly!
4. When will you paint the old barn, Winona?
5. "You will ride your horse in the parade," Father stated firmly.
6. That famous piece of art was painted by Picasso, who was born in Spain.
7. Kurt had received a call from the state of New York on Friday.
8. Was the museum well attended last year?

Unit 4: Pronouns

Lesson 25

Pronouns: Personal

A **pronoun** is a word that takes the place of one or more nouns and the words that describe those nouns. A **personal pronoun** refers to a specific person or thing. When a personal pronoun is the subject of a sentence, it is a **subject pronoun**. When a personal pronoun is the object of a verb or preposition, it is an **object pronoun**.

Tito is a sports fan. **He** especially likes football. (subject)

Tito coaches younger players. Tito coaches **them**. (direct object of a verb)

The head coach gave Tito some responsibility. The coach gave **him** responsibility. (indirect object of a verb)

For Tito, football is enjoyable. For **him**, football is enjoyable. (object of a preposition)

SUBJECT PRONOUNS

SINGULAR	PLURAL
I	we
you	you
he, she, it	they

OBJECT PRONOUNS

SINGULAR	PLURAL
me	us
you	you
him, her, it	them

► **Exercise 1** Write *S* above each subject pronoun and *O* above each object pronoun.

S **O**
He gave her a bouquet.

1. They have a black and white cat named Max.
2. The Rangers beat us four to nothing.
3. You might see David and Jeremy at the carnival.
4. Is he the main character in the book?
5. Did Mr. Rodriguez send you the brochure?
6. Dana stood in line in front of her.
7. We gave the first report.
8. The teacher gave them a *B* plus.
9. Are you going to the volleyball game?

10. When training a dog, always speak gently but firmly to it.
11. She thought the geology museum was fascinating.
12. I can't remember meeting Sarah's aunt.
13. Just give us a chance!
14. Darren saw him at the youth group meeting.
15. Raquel has the flu and is taking medication for it.
16. Does it include batteries or should Mom buy some?
17. We went to Aunt Martha's house for Thanksgiving.
18. Were they interested in buying a magazine subscription?
19. Angela is coming to the dance with me.
20. It slowly stalked the rabbit out in the field.
21. The Lions Club donated it to our school.
22. It became clear that Robby had missed the bus.
23. Jasmine came with me to the park.
24. When Dad and Mom went canoeing, they had a great time.
25. When the mouse ran out of the hole in the stump, the eagle saw it.
26. Did Jan send you the box of chocolates?
27. The police officer said calmly to the man, "Give me the briefcase, please."
28. Could you repeat those instructions, please?
29. Nicole and Sharon were at the party, which is where Paul saw them.
30. Did the counselor ask to have the application mailed to you?
31. I felt as if Caruso were singing the song just for me.
32. The first speaker said, "You will enjoy four years at Franklin Middle School."
33. Walk right up to the woman at the window and hand her the ticket stub.
34. The Tigers are talented; in fact, they won the state tournament two years in a row.
35. The actors presented scenes from *Our Town* for us.
36. If Judy tells Dad about the broken glass, he will understand.

Lesson 26**Pronouns and Antecedents**

The noun or group of words that a pronoun refers to is called its **antecedent**. Be sure every pronoun agrees with its antecedent in number (singular or plural) and gender. The gender of a noun or pronoun may be masculine, feminine, or neuter (referring to things).

Puccini and Verdi wrote many great operas. **They** wrote **them** in Italian. (The plural pronoun *they* refers to *Puccini* and *Verdi*. The plural pronoun *them* refers to *operas*.)

Mary sent a letter to Aunt Fran. Mary sent **it** to **her**. (The singular pronoun *it* refers to *letter*. The singular pronoun *her* refers to *Aunt Fran*.)

► **Exercise 1** Draw an arrow from each italicized pronoun in the second sentence to its antecedent in the first sentence.

↓
Norway has many mountains and fiords. *It* has little farmland.

1. Norway is a small country in northern Europe. *It* hosted the 1994 Winter Olympics.
2. Many people knew little about Norway before the Olympics. *They* learned more about *it* by watching the Olympics on television.
3. Much of Norway is covered by mountains. *They* make transportation difficult.
4. The Norwegians invented the sport of skiing. *They* often ski daily during the long winter.
5. Thousands of skiers participate in the annual Birkebeiner ski race. Many people consider *it* the world's toughest ski race.
6. Unlike the United States, Norway is a kingdom. *It* also has a prime minister.
7. Queen Sonja and King Haakon reign in Norway. *They* have little power but serve as symbols of the country.
8. Sonja Henie is a famous Norwegian figure skater. *She* won three Olympic gold medals.

9. Sonja Henie won the world figure skating championship ten years in a row. *She* practically made *it* her private property!
10. Sonja Henie won the title from 1927 to 1936. Many other skaters tried to beat *her* but were unsuccessful.
11. After an Olympic career, Sonja Henie made many movies. *They* were popular around the world.
12. Trygve Lie is another famous Norwegian. *He* was the first secretary general of the United Nations.
13. Trygve Lie was elected to the top post at the UN in 1946. *He* led *it* for seven years.
14. Sigrid Undset, a Norwegian author, wrote many novels. *They* often describe life in the Middle Ages.
15. In 1928 Undset won the Nobel Prize for literature. *It* is one of the world's most prestigious awards.
16. In northern Norway live the people known as Sami, or Lapp. *They* have raised reindeer for hundreds of years.
17. The ancestors of today's Norwegians were called Vikings. *They* lived from about A.D. 700 to A.D. 1200.
18. Vikings sailed the seas in sailboats with dragon heads for decorations. *They* were carved on the prow, or front, of the boats.
19. A famous Viking is Leif Ericsson. Many historians believe *him* to be the first European to land in North America.
20. Vikings left traces in Newfoundland and Canada. *They* called this area Vinland.

Lesson 27**Using Pronouns Correctly**

Subject pronouns are used in compound subjects, and object pronouns are used in compound objects.

Deon and Lisa played chess. **He** and **she** played chess. (*He* and *she* form the compound subject.)

The game of chess interests Deon and Lisa. The game interests **him** and **her**. (*Him* and *her* form the compound object.)

Whenever the subject pronoun *I* or the object pronoun *me* is part of the compound subject or object, it should come last.

Deon and **I** went to a chess tournament. (not *I* and *Deon*)

Sometimes a noun and pronoun are used together for emphasis. The form of the pronoun depends on the function of the noun in the sentence.

We chess players study chess intently. (*Players* is the subject, so the subject pronoun *we* is used.)

That book is the most interesting to **us** chess players. (*Chess players* is the object of the preposition *to*, so the object pronoun *us* is used.)

Some sentences make incomplete comparisons. The forms of the pronoun can affect the meaning of such sentences. In any incomplete comparison, use the pronoun that would be correct if the comparison were complete.

Deon was more interested in chess than **she** (was).

Deon was more interested in chess than (he was interested in) **her**.

In formal writing, use a subject pronoun after a linking verb.

Deon's best friend is **he**.

► **Exercise 1** Underline the pronoun in parentheses that best completes each sentence.

(We, Us) athletes need your enthusiastic support.

1. Jan and (she, her) are our class representatives.
2. Are you going to come with Rudy and (I, me)?
3. The tallest player on the team is (he, him).
4. My sister always says (we, us) Kozlowskis stick together!
5. What did (they, them) do for their history project?

6. The award was given to Dale and (she, her).
7. If you ask (I, me), there's too much emphasis on winning.
8. Please give (she, her) the letter.
9. The president asked (we, us) citizens to make some sacrifices.
10. If you have any questions, talk to Ms. Ramirez or (I, me).
11. Stefan and Neil saw Aubra and (they, them) at the music store.
12. Were you and (she, her) interested in signing up for the Drama Club?
13. Let's divide the assignment between you and (we, us).
14. The winners of the science competition were Dorreen and (she, her).
15. We make a pretty good team, you and (I, me).

► **Exercise 2** Complete each sentence by writing in the blank a pronoun of the type indicated. There may be more than one correct answer for each item.

The coach will give the players and them the details later. (object)

1. Dad bought _____ kids a camera. (object)
2. _____ members of the park committee are very proud of our work. (subject)
3. Did you and _____ see the soccer game? (subject)
4. I don't understand why no one will help you or _____. (object)
5. Why didn't Nicole and _____ try out for the musical? (subject)
6. You are much more patient than _____. (subject)
7. The last ones to finish were _____ and _____. (subject)
8. _____ is not a really difficult course. (subject)
9. We returned our applications to _____ and _____. (object)
10. Do my parents and _____ need to sign the form in two places? (subject)
11. When I approached the squirrel, _____ scampered away. (subject)
12. The conductor will need an assistant, either _____ or _____. (object)
13. The woman was standing right behind Don and _____ in the line. (object)
14. _____ and _____ are going to meet in the semifinal. (subject)
15. You can sit with _____ freshmen if you want. (object)

Lesson 28

Pronouns: Possessive and Indefinite

A **possessive pronoun** shows who or what has something. Possessive pronouns replace possessive nouns. They may come before a noun or they may stand alone.

His bike was stolen. The bike was **his**.

	USED BEFORE NOUNS	USED ALONE
Singular:	my, your, his, her, its	mine, yours, his, hers, its
Plural:	our, your, their	ours, yours, theirs

An **indefinite pronoun** does not refer to a particular person, place, or thing. The indefinite pronouns *all*, *any*, *most*, *none*, and *some* can be singular or plural depending on the phrase that follows. When an indefinite pronoun is used as the subject of a sentence, the verb must agree with it in number.

Everyone attends the weekly assemblies. (singular)

Several look forward to them very much. (plural)

Most of the assembly **is** interesting to the students. (singular)

Most of the assemblies **are** in the afternoon. (plural)

COMMON INDEFINITE PRONOUNS

Singular:	another	anything	everybody	much	no one	somebody
	anybody	each	everyone	neither	nothing	someone
	anyone	either	everything	nobody	one	something
Plural:	both	few	many	others	several	

► **Exercise 1** Underline the correct pronoun in parentheses. In the blank identify the pronoun as *poss.* (possessive) or *ind.* (indefinite).

ind. (Most, One) of the greatest Chinese explorers was Chang Ch'ien.

- _____ 1. Chang Ch'ien lived during the second century B.C. in China and was an officer in (its, others) army.
- _____ 2. (Yours, His) explorations helped the Han dynasty to flourish.
- _____ 3. (Its, Some) emperor at the time, Wu-Ti, sent him on many missions.
- _____ 4. During (his, my) lifetime, China was invaded by the Huns, a fierce warrior people.
- _____ 5. Finally, the Chinese emperor, Wu-ti, decided that (something, several) had to be done about the marauding Huns.
- _____ 6. Wu-ti knew that China needed an ally in (its, either) fight against the Huns.

- _____ 7. (My, His) choice was a people called the Yueh-chih from central Asia.
- _____ 8. (Few, Either) knew the exact location of the Yueh-chih.
- _____ 9. To find them, (somebody, their) would have to undertake a dangerous search through unknown country.
- _____ 10. China was a large kingdom, but (its, much) western border had not been completely explored.
- _____ 11. To protect (neither, his) kingdom, an earlier emperor, Shih Huang-ti, had built the Great Wall, four thousand miles long.
- _____ 12. Although the Great Wall was able to slow down the invading Hun army, (nothing, either) could keep them out completely.
- _____ 13. Emperor Wu-ti chose Chang Chien, (one, others) of his best and bravest officers, to lead the dangerous mission.
- _____ 14. Along with one hundred soldiers and precious gifts for the Yueh-chih king, Chang Ch'ien and his party began (her, their) journey.
- _____ 15. However, as soon as they passed the Great Wall on their way west, they were attacked by Huns and almost (everybody, nothing) was killed.
- _____ 16. Chang himself spent ten years as a prisoner but learned much about (its, his) captors while planning his escape.
- _____ 17. When Chang finally escaped, he traveled west, where (several, few) had ever gone before.
- _____ 18. He crossed the vast and deadly Gobi, with (its, their) broiling heat and bitter cold, and traveled almost ten thousand miles!
- _____ 19. He explored areas of present-day Afghanistan and Tibet, heard of faraway civilizations in Persia, India, and even Rome, and learned (everybody, much) that would prove valuable to Emperor Wu-ti.
- _____ 20. At last in 126 B.C., twelve long years after (their, his) departure, Chang returned to the emperor's court, where he was welcomed as a great hero and given the title of the Great Traveler.

Lesson 29**Pronouns: Reflexive and Intensive**

A **reflexive pronoun** refers to a noun or another pronoun and indicates that the same person or thing is involved. Reflexive pronouns are formed by adding *-self* or *-selves* to certain personal and possessive pronouns.

The cat saw **itself** in the mirror. We helped **ourselves** to apples.

REFLEXIVE PRONOUNS

Singular:	myself	yourself	himself, herself, itself
Plural:	ourselves	yourselves	themselves

An **intensive pronoun** emphasizes a noun or pronoun already named.

The president **herself** couldn't be prouder. We **ourselves** have not yet decided.

► **Exercise 1** Place a check (✓) next to the sentence in each pair that correctly uses a reflexive or intensive pronoun.

_____ Myself made this quilt.

✓ _____ I made this quilt myself.

1. _____ They didn't give themselves enough time to do the job.

_____ They didn't give theirselves enough time to do the job.

2. _____ The fouled-out player pointed to hisself and asked, "Who, me?"

_____ The fouled-out player pointed to himself and asked, "Who, me?"

3. _____ She found himself in the middle of a dark forest.

_____ She found herself in the middle of a dark forest.

4. _____ The governor herself presented the citation.

_____ The governor she presented the citation.

5. _____ Thomas's cat injured itself when it fell off the roof.

_____ Thomas's cat injured it when it fell off the roof.

6. _____ The hungry soldiers helped theirselves to the farmer's apples.

_____ The hungry soldiers helped themselves to the farmer's apples.

7. _____ Mr. Banks offered to make the reservations hisself.

_____ Mr. Banks offered to make the reservations himself.

8. _____ Yourselves agree with the decision, don't you?

_____ You yourselves agree with the decision, don't you?

9. _____ The story itself seemed like a fairy tale come true!

_____ The story it seemed like a fairy tale come true!

10. _____ The soccer players improved them through hard work.

_____ The soccer players improved themselves through hard work.

11. _____ The Russians themselves have become our allies.

_____ The Russians and themselves have become allies.

12. _____ Myself was completely confused by the question.

_____ I myself was completely confused by the question.

13. _____ My best friend herself was accepted in the honors program.

_____ My best friend herself was accepted in the honors program.

14. _____ We ought to be proud of ourselves for doing the right thing.

_____ We ought to be proud of ourself for doing the right thing.

15. _____ My brother is a good tennis player himself.

_____ My brother is a good tennis player herself.

► **Exercise 2** Complete each sentence by filling in a reflexive or intensive pronoun. In the blank write *R* if the pronoun you wrote is reflexive. Write *I* if it is intensive.

 I The movie _____ was unbelievably good!

_____ 1. We built the whole model _____.

_____ 2. I knew the dog had fleas because it was always scratching _____.

_____ 3. She _____ is the owner of the gas station.

_____ 4. You boys will have to ask _____ that question.

_____ 5. They _____ gave us the good news.

_____ 6. We _____ found homes for the abandoned kittens.

_____ 7. I decided to try to score the winning goal _____.

_____ 8. Without oxygen, life _____ would not be possible.

Lesson 30**Pronouns: Interrogative and Demonstrative**

An **interrogative pronoun** is used to introduce an interrogative sentence. The interrogative pronouns are *who*, *whose*, *whom*, *which*, and *what*. *Who* is used when the interrogative pronoun is the subject of the sentence. *Whom* is used when the interrogative pronoun is the object of a verb or preposition.

Who saw the accident? (subject) **Whom** did the driver hit? (direct object)
 To **whom** did the police officer give a ticket? (object of a preposition)
 That's a beautiful dog. **Whose** is it? (shows possession)
What bothers you? **Which** of those cassettes is it?

A **demonstrative pronoun** is one that points out something. The demonstrative pronouns are *this*, *that*, *these*, and *those*.

This is a lovely painting. (singular, refers to something nearby)
These are lovely paintings. (plural, nearby)
That is a tall building. (singular, refers to something at a distance)
Those are tall buildings. (plural, at a distance)

► **Exercise 1** Underline each interrogative pronoun. Circle each demonstrative pronoun.

Who will volunteer for this?

1. Whom did you see behind the curtain?
2. I think this looks best on her.
3. Which is the Grand Champion ewe?
4. Who ate the last piece of cake?
5. That isn't my backpack!
6. What are Jeff and Kevin talking about?
7. Those are really cool shoes.
8. Whose is the yellow house on Vine Street?
9. I think I'll take four of these.
10. Which of you would like to go bowling?
11. This will do nicely, I think.
12. What is your answer for the last question?

13. That is a plan I fear will never work!
14. Whose is this?
15. I'd love to have a pair of those.
16. Who is at the front door?
17. I'm sorry, these are not for sale.
18. Which is the tape you want to buy?
19. From whom did you get that?
20. What is happening here?

► **Exercise 2** Complete each sentence by writing a pronoun of the type indicated.

- What _____ is your favorite after-school snack? (interrogative)
1. _____ is the best pizza I've ever eaten! (demonstrative)
 2. _____ is the architect of that building? (interrogative)
 3. To _____ did you lend your raincoat? (interrogative)
 4. _____ is that green mountain bike? (interrogative)
 5. I don't think _____ is a good idea! (demonstrative)
 6. Whose boots are _____? (demonstrative)
 7. _____ was elected club treasurer? (interrogative)
 8. Give _____ to David because he was looking for them. (demonstrative)
 9. _____ are you going to meet on Saturday? (interrogative)
 10. _____ are those computer printouts? (interrogative)
 11. _____ of the candidates do you support? (interrogative)
 12. _____ will be at the party tonight? (interrogative)
 13. _____ does she mean by that? (interrogative)
 14. _____ are my parents standing over there. (demonstrative)
 15. _____ should I choose? (interrogative)
 16. _____ is probably my favorite color. (demonstrative)
 17. _____ is that set of tools on the bench? (interrogative)
 18. By _____ is that symphony? (interrogative)



Unit 4 Review

► **Exercise 1** Underline each pronoun. Above each pronoun write *per.* (personal), *poss.* (possessive), *ind.* (indefinite), *ref.* (reflexive), *int.* (intensive), *inter.* (interrogative), or *dem.* (demonstrative).

inter. per. poss.
What do I smell coming from your kitchen?

1. Dana laughed hysterically when she saw herself in the fun-house mirror.
2. My uncle owns his own engine repair shop.
3. Many of those were stale.
4. Each of the items on the menu sounds delicious.
5. I myself will finish this tomorrow.
6. That will be something to see!
7. They consider themselves better than we are.
8. Who is coming to your graduation party?
9. You yourself won't be able to decide anything.
10. We can't do anything about his refusal to help.
11. I heard several of them scurrying under a rock.
12. That is theirs, so you had better not touch it.
13. Please send these to the McDaniels when you have time.
14. Whose are those?
15. I will tell you this.
16. We ourselves must keep a secret and tell no one about it.
17. If anyone moves, she will be really angry.
18. I am telling you I saw them in Smuggler's Cove around midnight!

Cumulative Review: Units 1–4

► **Exercise 1** Write *S* in the blank for each group of words that is a sentence, and write *F* for each fragment. For each sentence, draw one line under the complete subject and two lines under the complete predicate.

- S My neighbor, Trisha, plays the piano and the flute.
- _____ 1. The delivery truck up the street.
- _____ 2. The large parking lot across the street was filled.
- _____ 3. The Great Wall of China, nearly four thousand miles long, was built entirely by hand.
- _____ 4. One of the visiting students told of his experiences in Thailand.
- _____ 5. Hastened quickly up the maple tree in our backyard.
- _____ 6. The office building was once a schoolhouse.
- _____ 7. My favorite celebrity, Oprah Winfrey, is an inspiration to many.
- _____ 8. The rustic lodge at the foot of the scenic mountain.
- _____ 9. Designed by several architects.
- _____ 10. The first Texas Rangers were hired by settlers to protect them against attacks.

► **Exercise 2** Underline each pronoun. Above each pronoun write *per.* (personal), *poss.* (possessive), *ind.* (indefinite), *ref.* (reflexive), *int.* (intensive), *inter.* (interrogative), or *dem.* (demonstrative).

per. poss.
She opened their gift last night.

1. My aunt knows everyone in her neighborhood.
2. He helped us rehearse our lines for the school play.
3. With whom did you get in touch about that?
4. You yourself should enter the contest.
5. The skunk defends itself by spraying a foul-smelling liquid.
6. This seems riper than the others.

Unit 5: Adjectives and Adverbs

Lesson 31

Adjectives

An **adjective** modifies, or describes, a noun or a pronoun. An adjective provides information about the size, shape, color, texture, feeling, sound, smell, number, or condition of a noun or a pronoun.

Brown wrens sometimes build nests above **front** doors.

Most adjectives come before the words they modify. A **predicate adjective** follows a linking verb and modifies the noun or pronoun that is the subject of the sentence.

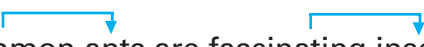
The clerks in this store are **polite** and **friendly**.

The present participle and past participle forms of verbs may be used as adjectives and predicate adjectives.

A **barking** dog kept me awake all night. (present participle)

The crowd was **excited**. (past participle)

► **Exercise 1** Underline each adjective. Draw an arrow to the noun or pronoun it modifies.


Common ants are fascinating insects.

1. Ants are social insects that live in organized colonies.
2. Female ants are either queen ants or worker ants.
3. Male ants mate with young queens and live very short lives.
4. Queens live several years and lay numerous broods of eggs.
5. Ants are also extremely strong and energetic.
6. They are industrious and build structured nests.
7. To do this, they use two sets of powerful jaws that allow them to chew, to dig, and to carry large objects.

8. Ant nests often have several rooms with connecting tunnels.
9. Communication is essential in such complex societies.
10. Ants have interesting ways to share information.
11. Elbowed antennae are extremely active and sensitive; they serve as sense organs for touch and smell.
12. When two ants meet, they rely on antennae to determine if they are nestmates or enemies.
13. If they discover they are true nestmates, they touch mouths and pass on stored chemicals and stored food.
14. Various chemicals give ants full “reports” on colony conditions.
15. Received information then directs behaviors of individual ants.

► **Exercise 2** Complete each sentence by writing an adjective in the blank. You may use a present or past participle form of a verb in some sentences.

An excited swarm of bees buzzed around the lumbering bear.

1. In the spring we see many _____ insects in our yards.
2. The honey bee is a very _____ insect.
3. In springtime honey bees visit the _____ blossoms of plants.
4. They make _____ honey from the flowers’ nectar.
5. Butterflies, like honey bees, help pollinate _____ flowers.
6. Some butterflies, such as the monarch, migrate _____ distances from the northern United States or Canada to California, Florida, or Mexico.
7. A butterfly’s _____ wings delight people of all ages.
8. Another _____ insect with pretty wings is the ladybug.
9. Ladybugs are _____ because of their bright color and spots.
10. Ladybugs are useful to farmers because they control _____ pests.

Lesson 32**Articles and Proper Adjectives**

The words *a*, *an*, and *the* make up a special group of adjectives called **articles**. *A* and *an* are called **indefinite articles** because they refer to one of a general group of people, places, things, or ideas. Use *a* before words beginning with a consonant sound, and use *an* before words beginning with a vowel sound.

a film **a** bicycle **a** union **an** omelet **an** honor

The is called a **definite article** because it identifies specific people, places, things, or ideas.

The river had flooded **the** nearby fields.

► **Exercise 1** Write in the blank the indefinite article that comes before each word or words.

an invigorating hike

_____ 1. arch

_____ 2. scientific experiment

_____ 3. infection

_____ 4. world atlas

_____ 5. art exhibit

_____ 6. underground passage

_____ 7. inside pitch

_____ 8. ball of yarn

_____ 9. avid fan

_____ 10. clever invention

_____ 11. vast empire

_____ 12. honest mistake

_____ 13. emotional response

_____ 14. herd of goats

_____ 15. individual

_____ 16. hour-long film

_____ 17. X ray

_____ 18. application form

_____ 19. egg yolk

_____ 20. university

A **proper adjective** is formed from a proper noun and always begins with a capital letter. In some cases a proper noun keeps the same form when used as a proper adjective.

April is my favorite month. I enjoy **April** showers.

In other cases, as with names of places, the proper adjective often adds one of the endings listed below. For those not listed, you may need to consult a dictionary.

ENDING	PROPER ADJECTIVE
-an	American, Texan, German, Tibetan, Mexican, Ohioan, Guatemalan, Moroccan, Alaskan, African, Minnesotan
-ese	Chinese, Japanese, Sudanese, Taiwanese, Portuguese, Lebanese
-ian	Canadian, Italian, Brazilian, Californian, Russian, Asian, Australian, Nigerian, Arabian, Egyptian, Austrian, Indian, Bolivian, Floridian
-ish	Spanish, Irish, Turkish, English, Polish

► **Exercise 2** Rewrite each group of words by changing the proper noun to a proper adjective. Change the article if necessary.

a suit from Italy an Italian suit

- a skier from Austria _____
- a heat wave in August _____
- the flag of Lebanon _____
- a tour of Alaska _____
- a river in Asia _____
- the ambassador from Turkey _____
- a poem from Japan _____
- a birthday in November _____
- a writer from Mexico _____
- a rug from Egypt _____
- a painting from China _____
- the visitor from Morocco _____
- a meeting on Monday _____
- a monk from Tibet _____
- a student from Taiwan _____

Lesson 33**Comparative and Superlative Adjectives**

The **comparative** form of an adjective compares two things or people. The **superlative** form of an adjective compares more than two things or people. For most adjectives of one syllable and some of two syllables, *-er* and *-est* are added to form the comparative and superlative.

Comparative: Brazil is **bigger** than Venezuela.

Superlative: Brazil is the **biggest** country in South America.

For most adjectives of two or more syllables, the comparative or superlative is formed by adding *more* or *most* before the adjective. Never use *more* or *most* with adjectives that already end with *-er* or *-est*.

Comparative: Marco is **more adventurous** than Kuan.

Superlative: Pete is the **most adventurous** of all.

Some adjectives have irregular comparative forms.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
good, well	better	best
bad	worse	worst
many, much	more	most
little (amount)	less	least
little (size)	littler	littlest

► **Exercise 1** Write **C** in the blank if the sentence is correct and **I** if the sentence is incorrect.

- I The bestest vacation Sandra ever took was a trip to Wyoming.
1. She visited Yellowstone National Park, the most old national park in the world.
2. It is also the largest park in the United States.
3. Of all the U.S. parks, Yellowstone has the most extensive wildlife preserve.
4. The park has much natural wonders that are amazing to behold.
5. Among the park's better attractions are huge canyons, cascading waterfalls, and clear blue lakes.
6. There are most geysers and hot springs than any other place in the world.
7. Geysers are one of nature's most interesting phenomena.
8. Geysers make a most spectacular display as they roar high above the ground.

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- _____ 9. While there are over two hundred geysers in Yellowstone, some shoot water more high than others.
- _____ 10. Some erupt oftener than others.
- _____ 11. Old Faithful is famouser than the other geysers in the park.
- _____ 12. It spurts a stream of hot steaming water higher than one hundred feet into the air.
- _____ 13. This most splendid geyser erupts from every half hour to every two hours.
- _____ 14. For many visitors of Yellowstone, seeing Old Faithful is their funnest memory of the park.
- _____ 15. After seeing Old Faithful, Sandra understood more well how the term *geyser* came from the Icelandic word *geysir*, which means “to rush forth.”

► **Exercise 2** Complete each sentence by writing in the blank the correct comparative or superlative form of the adjective indicated.

Yellowstone is the _____ **most beautiful** _____ park I’ve ever seen. (beautiful)

1. In 1872 Congress established Yellowstone National Park, the _____ national park in the world. (old)
2. The United States has _____ than fifty national parks. (many)
3. The _____ known include Yellowstone in Wyoming, the Grand Canyon in Arizona, Yosemite in California, and Great Smoky Mountain in Tennessee and North Carolina. (well)
4. The national park system also includes many parks _____ than these four. (famous)
5. The national park system protects some of this country’s _____ natural areas. (intriguing)
6. The Everglades in Florida is the _____ subtropical wilderness in the United States. (large)
7. Denali National Park in Alaska is the site of the nation’s _____ mountain, Mount McKinley. (high)
8. While a few of the national parks are near cities, _____ parks are far from big towns. (many)
9. Not surprisingly, those parks that are _____ to population centers receive the _____ visitors. (near, many)
10. Among the _____ parks are Great Smoky Mountain and Acadia. (crowded)

Lesson 34**Demonstratives**

Demonstrative adjectives point out something and describe nouns by answering the question *which one?* or *which ones?* The words *this*, *that*, *these*, and *those* are demonstrative adjectives when they describe nouns. *This* and *that* describe singular nouns. *These* and *those* describe plural nouns.

This, *that*, *these*, and *those* can also be used as **demonstrative pronouns**. They are pronouns when they take the place of nouns.

DEMONSTRATIVE ADJECTIVES

This book is exciting.

I enjoy **these** types of stories.

That plot is convincing.

She writes **those** kinds of books.

DEMONSTRATIVE PRONOUNS

This is an exciting book.

I enjoy **these**.

That is a realistic setting.

Our class liked reading **those**.

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

Did Bella find (that, those) missing shoes?

1. (This, These) window needs to be repaired.
2. (Those, That) man must be over seven feet tall!
3. Did Ashley say she was bringing (this, those) kinds of cookies?
4. I believe (these, this) is what you're looking for.
5. Would you please see that Serafina gets (those, that) reports?
6. I think (these, this) plan of yours is quite practical.
7. (Those, These) animals over there are llamas.
8. Not just anyone can do (this, these) job, you know.
9. Does everyone in the class wear (that, those) kinds of shoes?
10. You often see (this, these) kind of movie during the holiday season.
11. The Computer Club adviser said that (these, this) keyboards were easier to use than the old ones.
12. (That, This) pass was way over his head!
13. How about (them, those) '49ers!

14. The speaker said that (this, these) product is the wave of the future.
15. (These, This) types of illnesses are not common anymore.
16. I didn't really care for (those, them) remarks.
17. (These, This) rose is lighter in color than that one.
18. (Those, Them) rocks contain iron pyrite.
19. (These, This) application form is not complete.
20. (That, Those) hat she's wearing is a little bit unusual.

► **Exercise 2** Underline each demonstrative adjective. Circle each demonstrative pronoun.

This appears to be the lid for that box.

1. Please give them these tickets.
2. Have you been to that new CD and tape store at the mall?
3. The doctor said to take one teaspoon of this twice a day.
4. These are not the right parts.
5. Those new videotapes aren't tracking properly.
6. That speedboat is the fastest on the river.
7. Those are not the runners who finished near the front of the pack.
8. This old clarinet squeaks whenever I try to play it.
9. These cows give more milk than any other type.
10. Without a doubt, this is the best campsite we've had yet.
11. That is a wonderful idea!
12. My mother heard those women speaking Swahili.
13. If you eat any more of those, you'll get a stomachache.
14. These were on the top shelf to the left.
15. That girl by the door has a twin sister.
16. We'll never make it to Denver in this beat-up car.
17. Those boots leak because the rubber has cracked.
18. That was the pony she rode during the fair.

Lesson 35

Adverbs

An **adverb** modifies, or describes, a verb, an adjective, or another adverb. When modifying an adjective or another adverb, an adverb usually comes before the word. When modifying a verb, an adverb can occupy different positions in the sentence.

The woman walked **slowly**. (modifies a verb)

Extremely cold weather can be dangerous. (modifies an adjective)

It snows **very** often in November. (modifies another adverb)

An adverb may tell *when*, *where*, or *how* about a verb. It may also tell to *what extent* a quality exists. This kind of adverb is called an **intensifier**. *Very*, *too*, *rather*, *quite*, and *almost* are intensifiers.

Many adverbs are formed by adding *-ly* to adjectives. However, not all words that end in *-ly* are adverbs. The words *kindly*, *friendly*, *lively*, and *lonely* are usually adjectives. Similarly, not all adverbs end in *-ly*. Some that do not are *afterward*, *sometimes*, *later*, *often*, *soon*, *here*, *there*, *everywhere*, *fast*, *hard*, *long*, *slow*, and *straight*.

► **Exercise 1** Draw an arrow from each adverb to the word it modifies. In the blank, write *V* if the adverb modifies a verb, *adj.* if it modifies an adjective, or *adv.* if it modifies another adverb. A sentence may have more than one adverb.

V, adj. Lena and Trent thoroughly enjoyed the truly vigorous hike.

- _____ 1. When hiking in the American West, you must proceed carefully.
- _____ 2. People walking in rocky areas sometimes come across rattlesnakes.
- _____ 3. Some people are quite afraid of snakes.
- _____ 4. If not provoked, rattlesnakes are not very dangerous.
- _____ 5. All rattlesnakes are poisonous, but they bite people relatively rarely.
- _____ 6. People often find rattlesnakes in dry, rocky areas.
- _____ 7. They are particularly numerous in the Southwest.
- _____ 8. However, they also exist in the eastern part of the country.

- _____ 9. Surprisingly, the largest rattler is native to the East.
- _____ 10. The eastern diamondback rattlesnake lives there.
- _____ 11. Practically all eastern diamondbacks live on the southeast coast, from North Carolina to Florida.
- _____ 12. This largest of rattlers can grow to almost eight feet!
- _____ 13. Rattlesnakes have adapted well to their environment.
- _____ 14. A snake's body temperature depends entirely on the temperature of the air around it.
- _____ 15. If the temperature drops quickly, a rattlesnake can die.
- _____ 16. Snakes will often lie in the sun to get warm.

► **Exercise 2** Complete each sentence by writing an adverb in the blank.

Emilio and Zina will meet us at the zoo later.

1. Rattlers, like all snakes, are _____ misunderstood.
2. Snakes are often killed because _____ many people have a fear of them.
3. Some people _____ assume that snakes are evil.
4. _____, all snakes, including poisonous ones, are frightened of people.
5. When hiking in rattlesnake country, _____ follow a few safety rules.
6. Look _____ before you step into bushes or behind rocks.
7. Before you put your hand on a ledge, look _____.
8. _____ wear leather boots when you are hiking in rattlesnake country.
9. Rattlers are unable to bite _____ enough to penetrate boot leather.
10. _____ try to chase or pick up a snake.
11. If you see a rattlesnake, walk _____ from it.
12. _____, carry a first-aid kit.

Lesson 36**Comparative and Superlative Adverbs**

The **comparative** form of an adverb compares two actions. The **superlative** form of an adverb compares more than two actions. Long adverbs and adverbs ending in *-ly* require the use of *more* or *most*. Shorter adverbs need *-er* or *-est* as an ending.

Comparative: She records the experiment **more accurately** than he does.
Alicia studied **harder** than Rex did.

Superlative: She recorded the experiment **most accurately** of all the students.
Alicia studied **hardest** of all.

Some important adverbs have irregular comparative and superlative forms.

ADVERB	COMPARATIVE	SUPERLATIVE
well	better	best
badly	worse	worst
little (amount)	less	least

The words *less* and *least* are used before both short and long adverbs to form the negative comparative and negative superlative.

Jarrett sings **less well**. Amie sings **least rhythmically** of all.

► **Exercise 1** Fill in each blank with the correct form of the adverb.

ADVERB	COMPARATIVE	SUPERLATIVE
swiftly	<u>more swiftly</u>	<u>most swiftly</u>
1. easily	<u> </u>	<u> </u>
2. <u> </u>	more rapidly	<u> </u>
3. <u> </u>	farther	<u> </u>
4. <u> </u>	<u> </u>	best
5. <u> </u>	<u> </u>	most dangerously
6. fast	<u> </u>	<u> </u>
7. neatly	<u> </u>	<u> </u>
8. <u> </u>	<u> </u>	most happily

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9. badly	_____	_____
10. straight	_____	_____
11. recklessly	_____	_____
12. _____	_____	most truly
13. _____	more incredibly	_____
14. often	_____	_____
15. _____	_____	least
16. _____	_____	most proudly
17. _____	more closely	_____
18. _____	_____	most fully
19. soon	_____	_____
20. _____	more quickly	_____

► **Exercise 2** Complete each sentence by writing in the blank the correct form, comparative or superlative, of the adverb in parentheses.

I sat closer to the window than Stuart did. (close)

- That's the _____ I've ever seen our cat run! (fast)
- Tornadoes occur _____ in the Midwest and Plains states than in other areas of the country. (often)
- Mandy performed _____ in the gymnastics meet than Robert did. (well)
- The soprano section sings _____ of all. (strongly)
- Talk _____ so we can hear you! (loudly)
- I'm sure she did _____ on the math test than I did. (badly)
- The DeAngelos had to walk _____ of all to school. (far)
- Spot approached the food dish _____ than the hungry stray did. (enthusiastically)
- No one was running around _____ than Lisa! (frantically)
- My brother plays that blues song _____ of all. (well)

Lesson 37**Using Adverbs and Adjectives**

Adverbs and **adjectives** are often confused, especially when they appear after verbs. A predicate adjective follows a linking verb. An adverb follows an action verb.

The teachers in our school are **enthusiastic**. (adjective describing *teachers*)
Teachers in our school must work **hard**. (adverb describing *work*)

The words *bad*, *badly*, *good*, and *well* can be confusing. *Bad* and *good* are adjectives. They are used after linking verbs. *Badly* and *well* are adverbs. They describe action verbs. When used after a linking verb to describe a person's health, *well* is an adjective.

ADJECTIVE

This movie is **bad**.
The popcorn is **good**.
I don't feel very **well**.

ADVERB

The actors performed **badly**.
The seats recline **well**.

People also confuse *real* and *really*, *sure* and *surely*, and *most* and *almost*. *Real*, *sure*, and *most* are adjectives. *Really*, *surely*, and *almost* are adverbs.

ADJECTIVE

Skating is a **real** workout.
A skater needs **sure** feet.
Most skaters are careful.

ADVERB

Skating is **really** fun.
To go fast is **surely** the most fun.
I **almost** never fall.

► **Exercise 1** Underline the word in parentheses that best completes the sentence.

Jordan's (sure, surely) delivery guaranteed the success of his speech.

1. Josh had (most, almost) completed the lifesaving class at the YMCA.
2. We didn't do too (bad, badly), all things considered.
3. Learning bird songs and calls is a (good, well) way to identify them.
4. My geometry test is today, and I don't feel very (well, good).
5. Janelle was (real, really) glad to hear from them.
6. Always walk (quiet, quietly) in the woods in case you come upon some deer.
7. (Sure, Surely), he isn't serious about dropping out of the Camera Club!
8. All the staff members felt this issue of the paper turned out fairly (good, well).

9. (Most, Almost) guitars have six strings, but some have twelve.
10. Making the yearbook staff is a (real, really) accomplishment.
11. That group of kids is so (loud, loudly) I can barely hear the film.
12. The coach said the team played just (good, well) enough to win.
13. She seemed very (sure, surely) of herself when she walked into the classroom.
14. Kari finished the quiz (most quick, most quickly) of all.
15. The baby ducklings (ready, readily) took to the water.
16. The nurse took her temperature after noticing she didn't look very (good, well).
17. Tina wanted very (bad, badly) to make the softball team.
18. Pete was (most, almost) finished with lunch when I arrived.
19. The plan is (possible, possibly) to carry out, although it will be quite risky.
20. I (sure, surely) will not go there with you!
21. The twelfth of November last year was (real, really) chilly.
22. Luis tried to look at his chances (realistic, realistically).
23. Frankly, this Chinese food doesn't taste (good, well) to me.
24. The judges felt his singing was (more beautiful, more beautifully) than Ellen's.
25. They're not (sure, surely) they'll be able to participate in the math contest.
26. The sound quality at that concert was very (bad, badly).
27. My dad looked (real, really) happy when we gave him his present.
28. Marianne was (extreme, extremely) surprised when she heard who had called her.

► **Writing Link** Write a short paragraph about your favorite extracurricular activity. Include several adjectives and adverbs.

Lesson 38**Avoiding Double Negatives**

The adverb *not* is a negative word. **Negative words** express the idea of “no.” *Not* often appears in a shortened form as part of a contraction.

CONTRACTIONS WITH NOT

is not=isn't	will not=won't	do not=don't	had not=hadn't
was not=wasn't	cannot=can't	did not=didn't	would not=wouldn't
were not=weren't	could not=couldn't	have not=haven't	should not=shouldn't

Other negative words are listed below. Each negative word has several opposites. These are **affirmative words**, or words that show the idea of “yes.”

NEGATIVE	AFFIRMATIVE	NEGATIVE	AFFIRMATIVE
never	ever, always	no one	everyone, someone
nobody	anybody, somebody	nothing	something, anything
none	one, all, some, any	nowhere	somewhere, anywhere

Be careful to avoid using two negative words together in the same sentence. This is called a **double negative**. Correct a double negative by removing one of the negative words or by replacing one with an affirmative word.

Incorrect: That isn't no beautiful sofa.

Correct: That isn't a beautiful sofa. That is no beautiful sofa.

► **Exercise 1** Place a check next to the sentence in each pair that is correct.

_____ Soto hasn't never saved that amount of money.

✓ _____ Soto hasn't ever saved that amount of money.

_____ 1. I haven't never met my great-grandfather because he lives in Korea.

_____ I haven't ever met my great-grandfather because he lives in Korea.

_____ 2. You can't go anywhere in New York City without seeing tall buildings.

_____ You can't go nowhere in New York City without seeing tall buildings.

_____ 3. He didn't do anything about that cut on his arm.

_____ He didn't do nothing about that cut on his arm.

_____ 4. It wasn't no big deal when we won the game.

_____ It was no big deal when we won the game.

- _____ 5. My guinea pig wouldn't eat none of his lettuce.
 _____ My guinea pig wouldn't eat any of his lettuce.
- _____ 6. Mr. Jankowski could find no one to operate the VCR.
 _____ Mr. Jankowski couldn't find no one to operate the VCR.
- _____ 7. Don't worry, it isn't anything important.
 _____ Don't worry, it isn't nothing important.
- _____ 8. The detective shouted, "Don't nobody move!"
 _____ The detective shouted, "Don't anybody move!"
- _____ 9. The family shopping for a car said they weren't interested in nothing too expensive.
 _____ The family shopping for a car said they weren't interested in anything too expensive.
- _____ 10. A person shouldn't ever eat wild mushrooms without checking if they're safe.
 _____ A person shouldn't never eat wild mushrooms without checking if they're safe.

► **Exercise 2** Complete each sentence by filling in a word that makes a correct negative sentence.

- Greg couldn't have known someone planned a surprise party.
- There isn't _____ paper in the copier.
 - We couldn't find _____ to be the ninth player on our softball team.
 - _____ can take the place of the photo I lost.
 - They divided the pizza, but I didn't get _____.
 - Our team _____ ever beaten the Chargers until today.
 - I really don't want _____ fooling around with my stereo.
 - I _____ be nowhere without the help of my parents.
 - You're wasting your time, Xenon—I _____ tell you nothing!
 - The weather forecaster promised there _____ be no rain today.
 - The witness claimed she _____ seen nothing at all.



Unit 5 Review

► **Exercise 1** Complete each sentence by writing in the blank the type of word indicated in parentheses.

The pesky pooch shuffled softly across the dark room. (adverb)

1. Lemurs and marmosets are among nature's most _____ creatures. (adjective)
2. We decided to eat at a _____ restaurant. (proper adjective)
3. Kasem and Rudy wore _____ identical expressions of bewilderment. (adverb)
4. Hope will be _____ with that crystal vase than Jason was. (adjective, comparative form)
5. I suggest that you don't _____ argue with them. (adverb)
6. The character in the book was on a TV show called *The _____ Hearts*. (adjective)
7. That float was _____ best in the entire parade. (definite article)
8. _____ reptiles in that cage are called tuataras. (demonstrative adjective)
9. We don't _____ eat ice cream for breakfast. (adverb)
10. That tree produces the _____ cherries! (adjective, superlative form)
11. We couldn't find _____ to help us hang the mural. (affirmative word)
12. Siberia is a _____ land of contrasts. (adjective)
13. I heard the sophisticated woman speaking with a _____ accent. (proper adjective)
14. Keenan learned the formulas _____ than Kara did. (adverb, comparative form)

Cumulative Review: Units 1–5

► **Exercise 1** Draw one line under each noun and two lines under each verb.

Kyle and Steve buried themselves in their work.

1. The trees swayed majestically from side to side.
2. William prefers politics to football.
3. Each guest received a colorful collection of cards.
4. Deep red and white roses decorated the hall.
5. Joan wrote to her Russian friend twice a month.
6. This historic staircase has been renovated recently.
7. Aunt Clara cannot decide which lamp is best.
8. Obi will dedicate his next song to his mother.
9. The Kazuos donated three sets of encyclopedias to the local library.
10. The track team has been practicing for more than an hour.
11. Mr. Stanton plays racquetball at the sports club.
12. Rodolfo and Nicole will meet us in front of the restaurant.
13. Carmen bought her grandmother a beautiful sweater.
14. Many stars became visible above the clouds.
15. Florida boasts several tourist attractions.
16. Rashida invited everyone in our class to the celebration.
17. The crew of the ship spotted land this morning.
18. Before Tuesday, Matsue will have completed her report.
19. Goldfish briskly swam around the aquarium.
20. Visitors to the museum often enjoy the planetarium.
21. Versailles is the name of the palace that France built for Louis XIV.
22. Jules Verne wrote excellent science-fiction stories.
23. The school choir traveled to New York and performed at Carnegie Hall.
24. June is her favorite month of the year.

► **Exercise 2** Complete each sentence by writing in the blank the tense of the verb indicated in parentheses. Circle each pronoun.

Ayita _____ **hoped** _____ **she** would arrive in time to board the plane.

(past tense of *hope*)

1. The stack of papers _____ faster than Mr. Yee can read them.
(future tense of *grow*)
2. _____ until they finish clearing the road. (present tense of *wait*)
3. The jury _____ at the hotel near that courthouse. (past tense of *stay*)
4. Both students _____ us before. (present perfect tense of *help*)
5. Her charm _____ the entire audience by the end of her performance.
(future perfect tense of *reach*)
6. Dr. Wilcox herself _____ the experiment. (present tense of *demonstrate*)
7. Timothy _____ to canoe across the river before he saw how choppy the water was. (past perfect tense of *want*)
8. Apple and cherry pies _____ in the oven. (past progressive form of *bake*)
9. That _____ to be a highly unlikely excuse. (present tense of *seem*)
10. Sada _____ anyone to play the piano. (future tense of *teach*)
11. Someone said that Ryan _____ his autographed baseball to a sick friend. (past perfect tense of *give*)
12. The most valuable players of the game _____ Julio and he.
(past tense of *be*)
13. The flower garden _____ more varieties than this.
(present perfect tense of *contain*)
14. We _____ on a new method of kite-flying. (present progressive form of *work*)
15. Renata and she _____ the picket fence. (past tense of *paint*)

16. The clowns in the parade _____ as they greeted the children. (past progressive form of *smile*)
17. Coach Rodriguez _____ more games than any coach in our school's history by the end of the season. (future perfect tense of *win*)
18. Ms. Kotlinski _____ herself plenty of time to drive to Canada. (past tense of *allow*)
19. Most of the trees in our neighborhood _____ their leaves in October. (present tense of *shed*)
20. This _____ to be the longest winter yet. (present perfect tense of *appear*)

► **Exercise 3** Draw one line under each adjective. (Ignore the articles *a*, *an*, and *the*.) Draw two lines under each adverb. Draw an arrow from each adjective or adverb to the word it modifies.

A playful squirrel ran quickly to the tree.

1. Julius joyfully delivered presents to eager nieces.
2. Falling snow already has covered the landscape.
3. Church bells rang merrily.
4. The humble director graciously accepted her two awards.
5. To please the young birds, the red cardinal went in search of food.
6. That music store hardly ever has what I am looking for.
7. Purple wildflowers danced in the spring breeze.
8. Light from the sun bathed the sandy beach sooner than we expected.
9. Neighbors often bring me marvelous apples.
10. Grandmother served a delicious meal of wedding soup and manicotti.
11. The soccer team almost won a difficult game.
12. She carefully chose a new piece of jewelry.

Unit 6: Prepositions, Conjunctions, and Interjections

Lesson 39

Prepositions and Prepositional Phrases

A **preposition** is a word that relates a noun or a pronoun to another word in a sentence. Prepositions of more than one word are **compound prepositions**.

The magazine **on** the table just arrived.

Darlene will perform the solo **instead of** Retta.

COMMONLY USED PREPOSITIONS

about	at	by	like	over	up
above	before	down	near	since	upon
across	behind	during	of	through	with
after	below	for	off	throughout	within
against	beneath	from	on	to	without
along	beside	in	onto	toward	
among	between	inside	out	under	
around	beyond	into	outside	until	

COMPOUND PREPOSITIONS

according to	aside from	in front of	instead of
across from	because of	in place of	on account of
along with	far from	in spite of	on top of

► Exercise 1 Underline each preposition or compound preposition.

The development of flea markets in the United States is an outgrowth of the bazaar.

1. A bazaar is an Asian marketplace held inside the city.
2. Here, traders in small stalls or shops sell miscellaneous goods.
3. Some bazaars are located along a single, narrow street.
4. Others spread throughout a number of streets.
5. For example, there might be a street of coppersmiths beside two streets of booksellers.
6. One section could house a huge covered bazaar with four hundred shops.
7. The bazaar originated in early times.

8. During that period, it served for gossip and trade.
9. One city known for its colorful bazaars since ancient times is Istanbul, Turkey.
10. It is the only major city located on two continents—Asia and Europe.
11. Istanbul, called Constantinople from A.D. 330 to 1453, is Turkey’s leading center of industry, trade, and culture.
12. Tourists visit the city to see its museums and palaces, along with its bazaars.
13. A lucky sightseer might find an antique beneath the many wares or trinkets at one of these unique shops.
14. Some shopkeepers might expect the tourist to bargain over the cost instead of paying a fixed price.
15. Aside from the large crowds, many one-of-a-kind items can be found throughout the bazaar-laden streets.

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun called the **object of the preposition**.

The pitcher **in the rear** is filled **with sweetened tea**.

► **Exercise 2** Draw one line under each prepositional phrase. Draw a second line under each object of the preposition.

Sadie Jenkins hired Heloise and me to clean the large shed behind her house.

1. After the discovery of many antiques, we suggested that she sell the items.
2. Three porcelain dolls and a wooden chess set of Renaissance design were among our best finds.
3. Mrs. Jenkins smiled at us and said that along with our pay we could have twenty per-cent of the money we generated.
4. Diving into our task with new enthusiasm, we searched through every box and container inside the shed.
5. When Dad contacted two antique dealers and told them about the dozens of items, they agreed to come to the house and make an offer.

Lesson 40**Pronouns as Objects of Prepositions**

When a pronoun is the object of a preposition, use an object pronoun and not a subject pronoun.

The burly man sang a lullaby to Karen. The burly man sang a lullaby to **her**.

Sometimes a preposition will have a compound object consisting of a noun and a pronoun. Remember to use an object pronoun in a compound object.

I sold tickets to Carrie and Seana. I sold tickets to Carrie and **her**.

Alberto agreed with Willie and **me**.

The subject pronoun *who* is never the object of a preposition; only the object pronoun *whom* can be an object.

The woman to **whom** I spoke is from Colombia.

Of **whom** did you ask directions?

► **Exercise 1** Underline the pronoun that best completes each sentence.

For (who, whom) are these party favors intended?

1. Community service is important to Simon and (we, us).
2. Did you give instructions to Waldo and (she, her)?
3. Is this carnation plant intended for (he, him)?
4. For Lee Chan and (he, him), did the lesson present much difficulty?
5. The decision was easy for Michael and (he, him).
6. The stranger to (who, whom) I spoke turned out to be Pietro's brother.
7. I explained the situation to Mickey, Juan, and (her, she).
8. With (who, whom) did you go to the movies?
9. For his brother and (he, him), sleeping late meant rising at eight.
10. The results of the poll were released by Twila, Arthur, and (she, her).
11. They were telling stories about (who, whom)?
12. According to Myron and (she, her), they never watered the lawn during the drought.
13. How many of (they, them) bought tickets for the basketball game?

14. Upon (who, whom) did the blocks collapse?

15. We sat near (they, them) at the band concert.

► **Exercise 2** Underline each pronoun that is an object of a preposition. Write *C* in the blank if the pronoun is correct. Write the correct pronoun if necessary.

me John gave a knowing look to Frieda and I.

_____ 1. The party was a surprise to me.

_____ 2. The newcomers were neighbors of Lisa and she.

_____ 3. Treg should have called you or I.

_____ 4. Vacations are boring for whom?

_____ 5. The waitress spilled juice on I.

_____ 6. Gently rolling hills are unfamiliar to us in Iowa.

_____ 7. All of those murals were painted by he.

_____ 8. Alice introduced her parents to they.

_____ 9. Shawnda is the person to who we report.

_____ 10. David raised twenty dollars for us to give to the needy family.

_____ 11. The map that she drew looked very confusing to Juan and I.

_____ 12. "To who are you speaking, Richard?" asked the teacher.

_____ 13. I'll share my lunch with you and they.

_____ 14. The winner certainly wasn't with me!

_____ 15. Will you come to the dance with Bill and I?

► **Writing Link** Write a paragraph about an interesting place you have visited. Include pronouns as objects of prepositions.

Lesson 41**Prepositional Phrases as Adjectives and Adverbs**

A prepositional phrase that modifies or describes a noun or pronoun is an **adjective phrase**. Notice that, unlike most adjectives, an adjective phrase usually comes after the word it modifies.

I noticed a man **with bushy eyebrows**.

A prepositional phrase that modifies a verb, an adjective, or another adverb is an **adverb phrase**. An adverb phrase tells *when*, *where*, or *how* an action occurs.

The hikers rested **beside a brook**. (describes a verb)

The vista was breathtaking **from this view**. (describes an adjective)

The quartet performed well **for such an early hour**. (describes an adverb)

► **Exercise 1** Underline each prepositional phrase. Draw an arrow to the word it modifies.

Movies began in the late 1800s. People experimented with devices to make pictures move.

1. One of these experimenters was Thomas A. Edison.
2. George Eastman, a pioneer in photographic equipment, helped Edison invent the kinetoscope.
3. Motion pictures were projected for the first time on December 28, 1895.
4. Early filmmakers photographed almost anything near the camera.
5. Language differences presented no problem because movies, at that time, were silent.
6. Titles, or printed dialogue, were inserted between scenes.
7. Soon audiences became bored, and attendance at the movies declined.
8. One development that saved movies from extinction was that they began to tell stories.
9. One such story, *The Great Train Robbery*, led to the establishment of nickelodeons.

10. A nickelodeon was an early movie theater with a five-cent admission charge.
11. Around 1927, a sound system called Movietone was developed in the studios.
12. These first talkies were awkward and tense compared to the silent films.
13. Many silent film stars had voices unsuited to sound films.
14. New techniques in photography and editing were tried during this time.
15. The most successful movies of the 1930s and 1940s were musicals, gangster films, and horror shows.

► **Exercise 2** Draw one line under each adjective phrase. Draw two lines under each adverb phrase.

Within the last few years, the quality of home entertainment has changed dramatically.

1. With modern advancements, high-quality sound no longer requires huge speakers.
2. Some of the most advanced systems use only three-inch speakers.
3. “Home theater” sound systems place speakers behind the listeners.
4. With stunning realism, these rear speakers enhance the recordings almost to the level of a live performance.
5. It is difficult to imagine the improvement beyond stereo; you must hear it for yourself.
6. Video images with greater resolution and clarity are also reaching new heights of quality.
7. Until the last two to three years, projection televisions, with their huge screens, were inferior to sets with cathode ray tubes.
8. Manufacturers have responded to consumer demands by building television sets with greater brightness and resolution.
9. As digital recording spreads throughout the industry, one can expect virtually perfect sound reproduction even after years of use; old-style records deteriorate with every play.
10. Superb production within the confines of our homes is a reality within reach of even modest budgets.

Lesson 42**Conjunctions: Coordinating and Correlative**

A **coordinating conjunction** is a word that connects parts of a sentence. *And*, *but*, *or*, *for*, and *nor* are coordinating conjunctions.

Allison **and** Rosita have lived in Texas.

Do you remember if Tony plays soccer **or** sings in the choir?

Geraldo chose spaghetti, **but** we ate lasagna.

To strengthen the relationship between words or groups of words, use a correlative conjunction. **Correlative conjunctions** are pairs of words that connect words or phrases in a sentence. Correlative conjunctions include *both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also*.

The NFL has franchises in **both** Green Bay **and** San Diego.

When a compound subject is joined by the conjunction *and*, it takes a plural verb.

Wilma **and** Helga **are** class officers.

When a compound subject is joined by *or* or *nor*, the verb agrees with the nearest part of the subject.

Neither the boys **nor** Mr. Ferguson **is** afraid of the rapids.

► **Exercise 1** Circle each conjunction. Write in the blank *coord.* if it is a coordinating conjunction and *correl.* if it is a correlative conjunction.

- coord. Rugby and cricket are examples of English sports.
- _____ 1. The soil is rich, and the climate is moderate.
- _____ 2. The ceremony was covered by either radio or television.
- _____ 3. Rags and Mittens are litter mates.
- _____ 4. Neither the Johnsons nor the Montoyas are our next-door neighbors.
- _____ 5. Jeremy had English and gym before lunch.
- _____ 6. Neither rain nor snow is in the immediate forecast.
- _____ 7. Erin had a fever, but Maria felt fine.
- _____ 8. Before selecting a computer, Mr. Oleson collected brochures and flyers.
- _____ 9. Hector ate corn and green beans with his steak.

- _____ 10. Both her essay and her speech were flawless.
- _____ 11. Molly had an umbrella, but Alfonso was unprepared for the shower.
- _____ 12. Both carnations and chrysanthemums are popular flowers for corsages.
- _____ 13. The whole family not only learned snorkeling but also learned water skiing.
- _____ 14. Herve was an expert in the diagnosis and repair of diesel engines.
- _____ 15. Ford, General Motors, and Chrysler are the three major American auto producers.

► **Exercise 2** Draw two lines under the correct form of the verb in parentheses. Circle each coordinating or correlative conjunction.

Neither the volleyball players nor their coach (likes, like) the facility.

1. Red hots and candy corn (is, are) Erika's favorite candy.
2. Neither Ahmed nor the rest of the group (is, are) interested in the side trip.
3. Both Benny and Jerry (dislikes, dislike) winter.
4. Fruits and vegetables (is, are) part of a balanced diet.
5. Neither Fido nor the cats (was, were) to be seen.
6. The band and the soloist (performs, perform) this evening.
7. Either a deer or pheasants (was, were) eating his chicken feed.
8. Chan and her family (drives, drive) Cadillacs.
9. Marcus or one of his sisters (makes, make) these clever posters.
10. (Was, Were) the Jacksons or Kenny involved in the accident?
11. Neither my partner nor I (gives, give) legal advice.
12. To each family reunion, Mom, Uncle Charley, and my aunts (brings, bring) pictures from their childhood.
13. As choices for the banquet entree, steak and chicken (tops, top) the list.
14. Neither the parakeets nor the cockatiel (was, were) trained.
15. Neither Ishmael nor the other scouts (prefers, prefer) hiking to horseback riding.

Lesson 43**Conjunctive Adverbs and Interjections**

A **conjunctive adverb** may be used instead of a conjunction in a compound sentence. It is usually preceded by a semicolon and followed by a comma.

Many Asians use chopsticks; **however**, some use forks.

USE CONJUNCTIVE ADVERBS

To replace <i>and</i>	also, besides, furthermore, moreover
To replace <i>but</i>	however, nevertheless, still
To state a result	consequently, therefore, so, thus
To state equality	equally, likewise, similarly

► **Exercise 1** Write in each blank a conjunctive adverb that logically links the two simple sentences.

There is a gazebo in her backyard; also, there is a garden.

- The old museum was drafty and rundown; _____, the exhibits were boring and outdated.
- The team uniforms faded in the wash; _____, the school colors are now mint green and pale yellow.
- Our tour bus departed an hour late; _____, we arrived just before the aquarium closed.
- The Tigers are talented; _____, they have won the state championship three years in a row.
- Mika doesn't know much about opera; _____, he would like to go.
- Vern enjoys watching birds; _____, he tries to attract them.
- Many kinds of dogs are found at the animal shelter; _____, cats are regular inhabitants.
- Nina was unable to play tennis this season; _____, she attended every match.
- Margi had her braces removed; _____, she must still wear a retainer.

10. All the holiday flights were booked; _____, we drove to Chicago.
11. I enjoy watching old movies; _____, Dan prefers the sports channel.
12. Due to the flu, Kareem had missed several days of history class; _____, he was excused from the test.
13. Janice loves to go shopping; _____, Mai enjoys hunting for a bargain.
14. My brother is very creative with his hands; _____, most of the presents that he gives are homemade.
15. Bird watching is very educational; _____, it is great fun.

An **interjection** is a word or group of words used to express strong feeling or to attract attention. Use interjections sparingly in your writing because overuse spoils their effectiveness.

COMMON INTERJECTIONS

aha	come on	ha	oh	ouch	what	yes
alas	gee	hey	oh, no	pew	whoops	
awesome	good grief	hooray	oops	well	wow	

An interjection that expresses very strong feeling may stand alone. An interjection that expresses milder feeling remains a part of the sentence.

The exams are finally over. **Hooray!**

Oh my, I've lost my key again.

► Exercise 2 Write in the blank an interjection that makes sense.

- _____ **Ha** _____, you can't catch me!
1. Cleveland just scored a touchdown. _____!
 2. _____, what's going on here?
 3. _____! Didn't you understand a word I said?
 4. That was a rough test. _____!
 5. _____! The door pinched my finger.
 6. _____, are you going to play cards or talk?
 7. Marsha gasped as Eli limped off the court. "_____, now we'll never win."
 8. The shot went in right at the buzzer. _____!



Unit 6 Review

► **Exercise 1** Underline each prepositional phrase. Circle each conjunction and conjunctive adverb. Write in the blank *coord.* for coordinating conjunction, *correl.* for correlative conjunction, or *conj.* for conjunctive adverb.

coord.

The little girl and her dog skipped merrily by the playground.

- _____ 1. Maxwell jumped off the wagon; likewise, Todd followed behind him.
- _____ 2. Neither the Ferrari nor the Porsche is made in America.
- _____ 3. The flag glistened and flapped in the breeze as the national anthem was played.
- _____ 4. The drug store was around the corner from the pet shop and the candy store.
- _____ 5. Alberto not only caught the pass in one hand but also gained four yards before the whistle.
- _____ 6. The store in the mall has higher prices than this one, but I like the clothes here better.
- _____ 7. The music on the radio was making me sleepy; therefore, I did my homework without it.
- _____ 8. Casey wanted a golden retriever; thus, she never stopped hinting for one.
- _____ 9. Either the black car or the car with the blue roof ran the traffic light at the corner.
- _____ 10. After school Raoul went to the dentist and had a cleaning.
- _____ 11. One of the cheerleaders and Myra won the spirit award.
- _____ 12. Underneath the car seat, I found eighty-seven cents and a piece of licorice.
- _____ 13. Computers cannot think; consequently, they will never be a replacement for humans.
- _____ 14. A hawk circled lazily in the evening sky; moreover, the wolves began to howl.
- _____ 15. Not only was the semester finished, but Jeremy also did well on his exams.
- _____ 16. You must choose either the electronic game or a baseball glove made of leather.

Cumulative Review: Units 1–6

► **Exercise 1** Write in the blank the past form or past participle of each irregular verb in parentheses. Draw one line under each simple subject.

My brother broke the new vase. (break)

1. The pond has not _____ over. (freeze)
2. Isabel _____ into tears when she heard the news. (burst)
3. Chad had _____ the election by only ten votes. (lose)
4. Dad _____ me how to drive defensively. (teach)
5. Have you _____ all your vegetables? (eat)
6. These shoes _____ twice as much as my old ones. (cost)
7. I have _____ my friend several times. (write)
8. Jane _____ the length of the pool and back. (swim)
9. Hakeem had _____ quite a few inches in the past year. (grow)
10. My grandmother has _____ her quilts to many visitors over the years.
(show)
11. A pipe in the basement _____ while we were on vacation. (burst)
12. She grabbed a tissue and _____ her nose. (blow)
13. Someone must have _____ his wallet during gym. (steal)
14. Mr. Tadashi has _____ to Jeff's parents about his behavior in class.
(speak)
15. They have finally _____ a name for their new puppy. (choose)
16. The luxury liner _____ during the violent storm. (sink)
17. The bells _____ loudly at the stroke of midnight. (ring)
18. We _____ a quart of water following the race. (drink)
19. Manuel had _____ from the horse and broken his arm. (fall)
20. Unfortunately, Carla _____ the lucky ticket into the trash. (throw)

► **Exercise 2** Draw one line under each adjective (excluding articles) and two lines under each adverb.

Three old nests fell quickly from the tree.

1. The sharp pencils suddenly broke in the middle of the hard test.
2. Stormy weather severely damaged the playground at the elementary school.
3. The one mother sang awhile as she waited nervously in the lobby.
4. The enormous yacht sailed slowly out to the open sea.
5. I will not receive the best grade in the class today.
6. The lengthy description of the social event made me laugh hysterically.
7. A fragrant bouquet made me sneeze suddenly.
8. The last class listened very silently as the new teacher gave the assignment.
9. Patrick always lived in the same house.
10. The bald assistant carefully cleaned the empty cage.
11. Several friends enjoyed the party yesterday.
12. We work hard for this coach because he is the greatest!
13. We finally found the beautiful new house.
14. The weary professor put the heavy book down.
15. My grades are slowly improving now.
16. The lost dog gradually disappeared over the far horizon.
17. The four musical instruments were badly out of tune.
18. The young baby-sitter reluctantly surrendered to the sorrowful pleas.
19. The wild beasts silently stalk nocturnal prey.
20. A quite strange man drove slowly past the red house.

► **Exercise 3** Circle each prepositional phrase and draw an arrow to the word it modifies. For each italicized word, write *correl.* (correlative conjunction), *coord.* (coordinating conjunction), *conj.* (conjunctive adverb), or *int.* (interjection) in the blank provided.

coord. Do you want the large boxes *or* the small ones that are stacked in the attic?

- _____ 1. Please take the picture off the wall *and* hang the new one.
- _____ 2. *Neither* Jake *nor* Paul is participating in the staff meeting.
- _____ 3. I selected ice cream in a cup, *but* Rosa chose ice cream on a cone.
- _____ 4. *Ugh!* I dislike eggs in the morning.
- _____ 5. *Not only* do I disagree with the cost of the antique, *but also* it didn't seem to be valuable.
- _____ 6. You scored much higher on this test than you did on the last one.
Congratulations!
- _____ 7. Different kinds of birds prefer different kinds of seeds; *therefore*, Juan buys several mixtures.
- _____ 8. The new exhibit at the art gallery is whimsical, *but* it has a serious side.
- _____ 9. Doctors say that *both* exercise *and* a good diet lead to a healthy life.
- _____ 10. Binoculars allow a closer look at the wild animals; *similarly*, a camcorder saves their activities for later review.
- _____ 11. A water pipe broke at the high school, *and* classes were cancelled.
- _____ 12. *Ouch!* I slammed my finger in the car door.
- _____ 13. Andy ran up the stairs *and* closed the door to his room.
- _____ 14. Collies are Karen's favorite breed of dog; *however*, she enjoys all of the varieties.
- _____ 15. *Neither* Brett *nor* Samantha got the lead role in the musical.
- _____ 16. *Aha*, look what I found in the drawer.
- _____ 17. You'll find the cows over the hill *and* beside the brook.
- _____ 18. Many flowers and shrubs help attract a large variety of birds; *besides*, they beautify the yard.

Unit 7: Clauses and Complex Sentences

Lesson 44

Sentences and Main Clauses

A **simple sentence** has one complete subject and one complete predicate. The subject, the predicate, or both may be compound.

SUBJECT	PREDICATE
Lightning	struck our oak.

COMPOUND SUBJECT	PREDICATE
Branches and leaves	fell.

SUBJECT	COMPOUND PREDICATE
The oak	has stood for years and will stand for many more.

A **compound sentence** contains two or more simple sentences. Each simple sentence is called a **main clause**. Main clauses may be joined by a comma followed by a conjunction or by a semicolon. A semicolon is also used before a conjunctive adverb, such as *moreover*.

Lightning struck our oak, **but** it did not fall. (two main clauses joined by a comma and a conjunction)

Lightning struck our oak; it did not fall. (two main clauses joined by a semicolon)

Lightning struck our oak; **moreover**, it fell to the ground. (two main clauses joined by a semicolon and a conjunctive adverb)

► Exercise 1 Write in the blank whether the sentence is *simple* or *compound*.

- | | | |
|-----------------------------|-----------------|---|
| <u> </u> | compound | Volcanoes can sit idle, or they can erupt frequently. |
| <u> </u> | | 1. Earth's surface seems calm, but its interior seethes with energy. |
| <u> </u> | | 2. Pressure and heat inside the earth melt rock. |
| <u> </u> | | 3. Molten rock is lighter than its surroundings; it rises to the surface. |
| <u> </u> | | 4. Molten rock inside the earth is magma; magma on the earth's surface is lava. |
| <u> </u> | | 5. A volcano is formed from magma. |
| <u> </u> | | 6. Some volcanoes erupt with great power; others are less violent. |

- _____ 7. Thick magma is forced from inside the earth by great pressure.
- _____ 8. Thin magma flows more easily; moreover, it contains less explosion-causing gas.
- _____ 9. Kilauea on Hawaii is an example of a peaceful volcano.
- _____ 10. Scientists from all over the world observe its eruptions.
- _____ 11. Mount Saint Helens is another story; the mountain in the state of Washington literally blew its top in 1980.
- _____ 12. A chain of volcanic mountains lies across the Pacific Northwest.
- _____ 13. It is called the Cascade Range, and it includes Mount Saint Helens.
- _____ 14. Earth is not the only planet with volcanoes.
- _____ 15. Photographs reveal active volcanoes on the moons of Jupiter and Neptune and extinct volcanoes on Venus and Mars.

► **Exercise 2** Underline each main clause. Add a comma or a semicolon as needed.

Peter has a great interest in volcanoes; he hopes to become a volcanologist.

1. Volcanologists study volcanoes.
2. They had always hunted an active eruption and in 1980 they got their chance.
3. Mount Saint Helens is an active volcano in Washington but it had not erupted since 1847.
4. In March of 1980, Mount Saint Helens began shaking moreover, its top began to bulge.
5. Scientists raced to Washington from around the world.
6. They knew the mountain would erupt but they could not tell when or how violently.
7. Officials kept people away from the mountain but some adventurous souls went anyway.
8. Mount Saint Helens erupted early on May 18, 1980 and more than sixty people were killed.
9. The destruction to the earth and wildlife was extreme the blast leveled 150 square miles of forest.
10. The avalanche after the blast killed millions of animals and birds.

Lesson 45**Complex Sentences and Subordinate Clauses**

A **complex sentence** contains a main clause and one or more subordinate clauses. A main clause can stand alone as a sentence. A **subordinate clause** has a subject and a predicate, but it is not a complete sentence. It depends on the main clause to complete its meaning.

MAIN CLAUSE

We were sailing on the lake

We didn't know

This is the place

SUBORDINATE CLAUSE

when the thunderstorm hit.

that the paint was wet.

where I dropped my pen.

► **Exercise 1** Underline each main clause. Place a check in the blank next to each complex sentence.

- ☒ _____ The game will be postponed because the rain is falling steadily.
- _____ 1. When it is foggy, driving is very dangerous.
- _____ 2. Before I start my workout, I always do some warmup exercises.
- _____ 3. We were surprised when we learned of the arrest.
- _____ 4. We bought our new sofa during the sale at the local furniture store.
- _____ 5. Although it rained all day, we still enjoyed our trip.
- _____ 6. I will help you with your homework after you watch the baby.
- _____ 7. Jake stared at me as if he had seen a ghost.
- _____ 8. Whenever the wind blows the trees against the windows, the dog howls.
- _____ 9. Our choir went on a field trip to the senior citizens' center.
- _____ 10. Owen felt responsible for the missing book though it was not his fault.
- _____ 11. The new computer and printer really make our work easier.
- _____ 12. You can order whatever you want from the menu.
- _____ 13. We will be on time unless there is a traffic jam.
- _____ 14. If our team wins, everyone will celebrate.
- _____ 15. The police did not arrive until the thieves had left.
- _____ 16. You can leave early tomorrow and go to the game.

- _____ 17. We cannot start the concert until the weather clears.
- _____ 18. Sam can mail these packages if they have enough postage on them.
- _____ 19. Jill had her petition filled out so that she could run for office.
- _____ 20. Our class is making the community more aware of the importance of recycling.
- _____ 21. The road is safe as long as there is no ice.
- _____ 22. The building swayed whenever the wind blew.
- _____ 23. Hasan and Mike clapped their hands to the beat.
- _____ 24. Sandy cried because her beloved dog had run away.
- _____ 25. When the room warms up, we can take off our sweaters.
- _____ 26. The pool will be cleaned when spring comes.
- _____ 27. Because Alison loves jazz, she attends every concert.
- _____ 28. The rain ceased, and the stuffy air cleared.
- _____ 29. Since I first saw you, I have wondered if we ever met before.
- _____ 30. While we waited for the feature, we were annoyed by several ads.
- _____ 31. Because our history class is so large, we meet in the auditorium.
- _____ 32. The mountain climber checked her equipment before she started up the slope.
- _____ 33. Please be quiet when you come in late.
- _____ 34. I will lock the door and turn off the lights before leaving.
- _____ 35. Stu is leaving for vacation when he completes his courses.
- _____ 36. If Stan wants to play hockey, he will need more discipline.
- _____ 37. I'll wear a red hat so that you can recognize me.
- _____ 38. The mice darted underground as the owl dived at them.

► **Writing Link** Write at least three complex sentences about your favorite sport.

Lesson 46**Adjective Clauses**

When a subordinate clause modifies a noun or a pronoun, it is called an **adjective clause**. Often, an adjective clause begins with a relative pronoun. An adjective clause can also begin with *where* or *when*.

Ms. Parker, **who is from Colorado**, is coming for dinner.
She has written a book **that tells the history of the Rocky Mountains**.

RELATIVE PRONOUNS

that	who	whose
which	whom	whomever

► **Exercise 1** Draw one line under each adjective clause and two lines under each word that introduces an adjective clause.

The present that Tanya received lifted her spirits.

1. Is this the place where you had the accident?
2. The woman whose briefcase you found is here to pick it up.
3. Is this the toaster that always burns the toast?
4. The phone call that I just answered was for you.
5. The people who own that black dog live around the corner.
6. The cookbooks are in the cupboard where we keep the spices.
7. The doctor who originally saw us was out today.
8. We will leave next Friday, which is my birthday.
9. The band that I like best is The Rovers.
10. Anyone who believes that politician is very gullible.
11. The basement is the last place where I should have stored the film.
12. The excuse that he used to explain his lateness was laughable.
13. The moment when Jason arrives will signal the start of the party.
14. Is this the video that you recommended?
15. Connie, who is the winner, will get the trophy.

16. Lainie, who is the star of the play, is signing autographs.
17. Scientists explore rain forest canopies, where many species live.
18. Is this the location where the battle took place?
19. Harry bought a ten-speed, which is his favorite kind of bike.
20. Is the actor whom you like in the movie?

► **Exercise 2** Draw one line under each adjective clause. Draw an arrow to the noun or pronoun that it modifies.

The student who won the spelling bee donated her prize to the class.

1. The days when thousands of buffalo roamed the plains must have been long ago.
2. Is this the documentary that you wanted?
3. The flood happened at a time when everyone was away from home.
4. King, who smelled the smoke, woke us up by barking.
5. I have seen the movie that you are discussing.
6. My favorite class is the one that Mr. Clark teaches.
7. Simone met our new neighbor who lives down the street.
8. Anyone who disagrees with the proposal should vote no.
9. The crystal vase, which was a present from Aunt Sandra, is filled with roses.
10. Is Ralph the neighbor whom you invited to the party?
11. Boris knows the captain whose team won the tournament.
12. Have you talked to the artist who painted this picture?
13. Uncle Vincent bought the biggest refrigerator that he could find.
14. Bridalveil Falls, which is in Yosemite National Park, is lovely.
15. The person whose place I held wants to get back in line.

Lesson 47

Essential and Nonessential Clauses

Adjective clauses may be either essential or nonessential. **Essential clauses** are necessary to make the meaning of a sentence clear. A clause beginning with *that* is essential. **Nonessential clauses** add interesting information but are not necessary for the meaning of a sentence. A clause beginning with *which* is usually nonessential. Use commas to set off nonessential clauses from the rest of the sentence.

The sweater **that you knitted for me** fits perfectly. (essential clause)

Dr. Adams, **whose train arrives today**, is a well-known writer. (nonessential clause)

► **Exercise 1** Underline each adjective clause. Write *e* (essential) or *non.* (nonessential) in the blank to identify the type of clause. Add commas as needed.

- non. *Wingless Flight*, which I saw yesterday, depicted space travel.
- _____ 1. The explorers whom I most admire are astronauts.
- _____ 2. One man who made space travel possible was Robert Goddard.
- _____ 3. Goddard who tested many rockets helped develop liquid fuel.
- _____ 4. Space travel which is very dangerous began with uncrewed spacecraft.
- _____ 5. The Soviet Union was the first nation with a space satellite which they called *Sputnik*.
- _____ 6. The United States whose first satellite was called *Explorer I* followed the Soviet Union four months later.
- _____ 7. Yuri Gagarin who was the Soviet Union's first astronaut orbited Earth once.
- _____ 8. Alan Shepard became the American astronaut who first traveled into space.
- _____ 9. One event that really captured Americans' attention was the space walk of Edward White.
- _____ 10. White who had so much fun on the walk was finally ordered back into the spacecraft by Mission Control.

- _____ 11. The Apollo program which we studied this year was the American moon landing project.
- _____ 12. The astronauts who were selected for this mission had to be in superb physical condition.
- _____ 13. *Apollo 8* which did not land orbited the moon and sent back pictures of the surface.
- _____ 14. *Apollo 11* developed as the mission that was to land an American on the moon.
- _____ 15. The astronauts who held Americans' interest in 1969 were Armstrong, Aldrin, and Collins.
- _____ 16. Neil Armstrong who was the commander of the mission walked on the moon with Buzz Aldrin.
- _____ 17. People who care about space exploration wonder if we will ever go to the moon again.
- _____ 18. The argument that we should not continue is partly based on safety.
- _____ 19. The astronauts who died in the *Apollo 1* fire and the *Challenger* tragedy are reminders of the dangers of space travel.
- _____ 20. Their names which will always be remembered are the names of heroes.
- _____ 21. Other spacecraft which carried no people have also explored the solar system.
- _____ 22. The planet that has long attracted science-fiction writers was not photographed until the mid-1960s.
- _____ 23. *Viking 1* which photographed Mars in 1976 showed a huge volcano.
- _____ 24. The scientists who analyze photographic data could study Viking photographs of Mars for years.
- _____ 25. The spacecraft that took the most punishment were the Soviet *Venera* probes.
- _____ 26. The *Venera* probes landed on Venus which has a crushing atmosphere and took pictures before being destroyed.

Lesson 48**Adverb Clauses**

An **adverb clause** is a subordinate clause that gives information about the verb in the main clause of the sentence. It tells *how, when, where, why, or under what conditions* the action occurs. An adverb clause can also modify an adjective or another adverb.

Because she was so exhausted, Sheila could not keep her eyes open. (The adverb clause tells *why* Sheila could not keep her eyes open.)

Ed's family lived in Atlanta **after he was born.** (The adverb clause tells *when* Ed's family lived in Atlanta.)

Notice that when an adverb clause begins a sentence, a comma is used. However, a comma is not needed before an adverb clause that completes a sentence. Adverb clauses are introduced by **subordinating conjunctions**. These conjunctions tell you that a clause is subordinate and cannot stand alone as a sentence.

COMMON SUBORDINATING CONJUNCTIONS

after	before	though	whenever
although	if	unless	where
as	since	until	whereas
because	than	when	wherever

► **Exercise 1** Underline each adverb clause. Circle the subordinating conjunction.

My little sister rides her bicycle more carefully since she fell and scraped her knee.

1. Although Tricia works hard, she always welcomes extra projects.
2. Whenever my aunt is in town, she takes me to lunch.
3. He is thinner than he was the last time.
4. Should we go save seats after you buy some popcorn?
5. Do not make a commitment unless you are sure.
6. If I remember correctly, that street goes only one way.
7. The puppy ran under a chair when it heard the cat hiss.
8. Our spelling team performed well although we did not win.

9. Because I had no sleeping bag, I slept in the cabin.
10. I hope we get to the party before they yell “Surprise!”
11. As I told you yesterday, my answer is no.
12. I cannot turn in my paper until I have completed this problem.
13. Mother sat where she could see the stage clearly.
14. Since I broke my leg, I need help getting to school.
15. My favorite team is the Knicks whereas Pablo likes the Suns.

► **Exercise 2** Draw one line under the adverb clause and two lines under the verb or verb phrase that the adverb clause modifies.

Before he ordered his meal, Dad read the menu.

1. When he got off the train, the streets were deserted.
2. I will work all day unless I get a call from Dad.
3. I hope Ken will visit us when he is in town.
4. Plenty of leftovers remain because several people did not come to the party.
5. Do not make any noise unless you want to wake the baby.
6. Since my horse was ill, I stayed all night in her stall.
7. As we approached, the mourning doves fluttered away.
8. The villagers fled the town before the volcano erupted.
9. After the meeting ended, the mayor met with the press.
10. If you cannot stop fighting, study in separate rooms.
11. Because she could not choose, Juliet bought both books.
12. Nell will not skate on the lake until she tests the ice.
13. Move the furniture wherever it looks best.
14. Although the dinner was a success, the cook created a mess!
15. I would like that video when you have finished with it.

Lesson 49**Noun Clauses**

Noun clauses are subordinate clauses that act as nouns.

Actors must have good memories. (noun)

Whoever acts on stage must have a good memory. (noun clause)

The clause in the second sentence above replaces the noun in the first sentence.

Noun clauses can be used in the same way as nouns—as subject, direct object, object of a preposition, and predicate noun.

Whoever runs for office needs much money. (subject)

Candidates know **that the game of politics is expensive**. (direct object)

This is the candidate about **whom I wrote**. (object of a preposition)

Election day is **when the results are known**. (predicate noun)

WORDS THAT INTRODUCE NOUN CLAUSES

how	what	where	who	whomever
however	whatever	which	whom	whose
that	when	whichever	whoever	why

► **Exercise 1** Underline each noun clause.

Why the posters are not finished is the question Ms. Rivera would like answered.

1. The band will play whatever song we choose.
2. The shopping center is where the old forest stood.
3. Whoever wins the most games wins the trophy.
4. Vicky knows how the VCR is hooked up.
5. Do you know where that new student comes from?
6. Kim wonders when the film opens here.
7. I didn't know where these books belonged.
8. The team didn't realize that their quarterback was ill.
9. The starting point for the hike is where the path follows the cliff.
10. Why you chose to bicycle in the rain is a mystery to me.
11. Pass the refreshments to whomever you want.
12. The reporter will question whatever statement the official makes.

13. Could you tell me how you perform that magic trick?
14. How you survived the snowstorm is beyond me.
15. Ken is wondering what will be served for dinner.
16. What really annoys me is loud rock music.
17. This room is where the band practices its halftime program.
18. I don't know which knob controls the color.
19. Save these papers for whoever is recycling them.
20. The students know that they must study for the test.

► **Exercise 2** Underline each noun clause. In the blank, indicate its use in the sentence: *subj.* (subject), *d.o.* (direct object), *o.p.* (object of a preposition), or *p.n.* (predicate noun).

subj. How Constance could have bought that dog continues to baffle me.

- _____ 1. Do you know who is in charge of counting votes?
- _____ 2. Give your ticket to whoever would enjoy the concert.
- _____ 3. Where we will go on our field trip is the subject of debate.
- _____ 4. This is where the fire broke out.
- _____ 5. Kendra is asking why you are acting that way.
- _____ 6. The best choice for you is whatever you think best.
- _____ 7. How they escaped the flood is something I don't understand.
- _____ 8. Sue believes that her skills in soccer need help.
- _____ 9. We don't understand why the cat likes the rain.
- _____ 10. This mail goes in whichever box is marked "Smith."
- _____ 11. The fish will hide under whatever rock it can find.
- _____ 12. My parents' surprise was what we had hoped for.
- _____ 13. The route for the contest became whichever way they went.
- _____ 14. The boys work long hours for whatever they can earn.
- _____ 15. What the team should do is punt.
- _____ 16. The dogs know where the cat often hides.

Unit 7 Review

► **Exercise 1** Identify each underlined clause as *main*, *adjective*, *adverb*, or *noun*. If the underlined clause modifies a specific word or words, circle the word or words.

adjective

Of Mice and Men, which is my favorite book, made me cry.

- _____ 1. My dog lounges around the house wherever she pleases.
- _____ 2. The years when the Great Depression hit were terribly hard for many people.
- _____ 3. Did anybody see where that snowball came from?
- _____ 4. If the school ever sells its old computers, I will buy one.
- _____ 5. I have always liked Eric Clapton's music.
- _____ 6. The recreation room in my basement is the place where I relax.
- _____ 7. Rance ran to the bus stop, but he missed his ride anyway.
- _____ 8. We will go to the new movie unless it is sold out.
- _____ 9. Whatever restaurant you choose is okay with me.
- _____ 10. Solve the mystery before any other player does.
- _____ 11. Whoever sells the most candy receives an award.
- _____ 12. Science still cannot explain why some animals behave oddly before earthquakes.
- _____ 13. On our way to Texas, our plane flew over the Gulf of Mexico.
- _____ 14. My little brother, who still believes in Santa Claus, puts milk and cookies out on Christmas Eve.
- _____ 15. Because the movie was sold out, we went home.
- _____ 16. Calid is disturbed at how his family reacted to the news.
- _____ 17. Please give me the remote control, which is sitting on the television.
- _____ 18. I bought the latest newspaper.
- _____ 19. Socrates, whose writings are still studied, affected Western philosophy.
- _____ 20. I always shower after I exercise heavily.

Cumulative Review: Units 1–7

► **Exercise 1** Underline the correct pronoun in parentheses. In the blank, write the tense of the verb that is in *italics*: *present*, *past*, *future*, *present perfect*, *past perfect*, or *future perfect*.

present perfect

Craig and Julio *have decided* (he, they) will start a recycling campaign.

1. Wayne *works* for (his, their) father on weekends.

2. Ms. Rothchild *waited* impatiently for (her, hers) luggage to arrive.

3. The band *will have begun* playing by the time (they, their) reach the stadium.

4. Kelly, Steve, and Kwasi *had finished* the entire project by the time Lorna joined (their, them).

5. Our waiter *forgot* (we, us) wanted some rolls.

6. Aunt Sophie *will light* the candles on (her, his) own birthday cake and let one of the children blow them out.

7. *Doesn't* (no one, anyone) *know* what time the bus leaves?

8. (That, Those) *have caught* Marisa's attention.

9. Mr. Concepción *will demonstrate* how (she, he) performs this dance.

10. Ms. Stanberg *promised* to help us with (our, her) homework.

11. The painting is lovely, but (it, they) *seems* a little crooked.

12. Tessa *will have walked* five miles by the time (she, it) reaches the Chungs' house.

13. Danny and Pedro *had watched* the game for nearly an hour when (they, them) went to the refreshment stand for a snack.

14. The audience *had caught* one more glimpse of the beautiful singer before (she, her) left the theater.

15. Rosalinda (herself, himself) *wrote* that haunting melody.

- _____ 16. Gifts *bring* joy to (those, them) who receive them.
- _____ 17. I *will give* Joe the book that (she, he) left in the car.
- _____ 18. Mr. Kristofic, who *spoke* earlier, is (him, himself) a noted scientist.
- _____ 19. To (who, whom) *will* Sabrina *take* the broken watch?
- _____ 20. (This, These) *will have been* the longest book I have ever read.

► **Exercise 2** Circle each conjunction. In the blank, write whether it is *coordinating* or *correlative*.

- _____ coordinating _____ Stephan likes to fish, but his brother prefers to hike.
- _____ 1. Uncle Wilhelm and Cousin Janet are planning a surprise party.
- _____ 2. Either ravioli or fettucine is her favorite pasta dish.
- _____ 3. Dr. Ortiz remains kind but firm when dealing with patients.
- _____ 4. Justin will hold the camera, and Tonya will gather everyone together for the picture.
- _____ 5. Not only did Kristy win the contest, but she also received some expert advice.
- _____ 6. Ryan is wearing a green shirt, for that is his favorite color.
- _____ 7. The wind began to increase, but the storm veered south.
- _____ 8. Neither roses nor tulips would bloom in that garden.
- _____ 9. The car will have to be covered tonight, or it will be covered with frost tomorrow.
- _____ 10. The pastry chef will bake and decorate a cake.

► **Exercise 3** Underline each subordinate clause. In the blank, identify the clause as *adjective*, *adverb*, or *noun*.

- _____ adverb _____ Although they were tired, the basketball team continued practicing.
- _____ 1. Stacy will meet us at the roller-skating rink unless she has not finished her homework.

- _____ 2. After she addressed the birthday card, Aunt Rose mailed it.
- _____ 3. Tom's friend, who is a mechanic, showed us how to change a flat tire.
- _____ 4. Greg bought the book that Mr. Harkin recommended.
- _____ 5. That new television program, which aired last night, captured Gabrielle's imagination.
- _____ 6. What Samdi baked was my favorite dish at the potluck.
- _____ 7. Though others performed better, no one worked harder than Colleen.
- _____ 8. Our teacher invited the scientist who made this discovery to speak to our class.
- _____ 9. Sue will check the luggage before Mom gets the boarding passes.
- _____ 10. Nashoba is wondering when this city will develop a professional baseball team.
- _____ 11. Curtis asked how we planned to travel to the festival.
- _____ 12. Dr. Spencer will examine Kendra's eyes before he prescribes glasses for her.
- _____ 13. The play that Rudy and I saw amused both of us.
- _____ 14. Who let the dog out concerns our neighbor, Mr. Martinez.
- _____ 15. Whenever Maria sees a music store, she has to go inside and look around.
- _____ 16. The person who can answer your questions is seated by the window.
- _____ 17. The second floor, which has been vacant for three years, is finally being renovated.
- _____ 18. Give your ticket to the person who is standing at the door.
- _____ 19. James waited as though he had something else to say.
- _____ 20. Since she visited Greece, Wendy cannot stop talking about the customs there.

Unit 8: Verbals

Lesson 50

Participles and Participial Phrases

A **present participle** is formed by adding *-ing* to a verb. A **past participle** is usually formed by adding *-ed* to a verb. Sometimes a participle acts as the main verb in a verb phrase. As a verb, the present participle is used with forms of the helping verb *to be*, and the past participle is used with forms of the helping verb *to have*. A participle can also act as an adjective to describe, or modify, a noun or a pronoun.

The robin was **singing** in the tree. (present participle as a main verb)

Our cat stared at the **singing** robin. (present participle as an adjective)

Tammy has **tossed** the water balloon. (past participle as a main verb)

The **tossed** water balloon hit the sidewalk. (past participle as an adjective)

► **Exercise 1** Underline each participle. Write in the blank *pres.* if it is a present participle and *past* if it is a past participle.

- | | |
|--|--|
| <p>_____ <u>pres.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>The <u>running</u> guard caught the pass from Troy.</p> <p>1. The nervous bird was pecking at the girl.</p> <p>2. A printout of the results has been taped to the door.</p> <p>3. The freezing lady put on her sweater.</p> <p>4. The spilled oil spread over the floor.</p> <p>5. By evening, they will have finished their assignment.</p> <p>6. Everyone has wondered what the great detective was thinking.</p> <p>7. Carol has rescued the trembling cat.</p> <p>8. The elected chairperson must work hard.</p> <p>9. David is throwing the rings at the milk bottles.</p> <p>10. They found out too late that they had entered by the wrong door.</p> <p>11. I made a running leap to clear the last hurdle.</p> <p>12. The engaging film star has smiled and posed for pictures.</p> |
|--|--|

- _____ 13. We were unable to keep warm in the blistering wind.
- _____ 14. Allan should have looked at the price tag first.
- _____ 15. We had recycled our discarded newspapers.
- _____ 16. The new video store had a limited number of foreign films.
- _____ 17. Do you see the antique car that is passing the new car?
- _____ 18. Have you ever watched *Rain Man*?
- _____ 19. I had noticed the necklace on the table.
- _____ 20. The bucket was rapidly filling with water.

► **Exercise 2** Write *V* above each participle that is part of a verb phrase. Write *adj.* above each participle that is used as an adjective.

adj.

V

The forgiving teacher has accepted the boy's apology.

1. I feel as if I've been carrying this backpack for three days!
2. Drew has decided to order a piece of the tempting chocolate cake.
3. The determined police officer chased the thief.
4. The accomplished musician prepared for the approaching concert.
5. We had overlooked the hiding puppy.
6. George had worked a great deal at the amazing water park.
7. Will you be deciding soon about the posted job?
8. The flashing lightning scared the dazed children.
9. The sitting boy believed no one could see him behind the bush.
10. We were thinking about your offer and have decided to accept it.
11. Marcus has uncovered the missing final clue.
12. The rusted door was beginning to break.
13. The startled horse had galloped over the fence.
14. The charging defense team sacked the exhausted quarterback.
15. The following program is my dad's favorite.
16. The winning team waved to the remaining crowd.

17. That dog will be chasing bicyclists for as long as he runs loose.
18. For the organized talent show, Gary will be impersonating Mr. Highfield.
19. I felt sorry for the beached baby whale.
20. What were you thinking when you put the melted caramels in the freezer?

A **participial phrase** includes a participle and all the other words that complete its meaning. It is used as an adjective and can appear before or after the word it modifies. Place the phrase as close as possible to the modified word to avoid unclear meaning. A participial phrase placed at the beginning of a sentence is set off with a comma. Other participial phrases may or may not need commas, depending on whether or not they are essential to the meaning of the sentence.

The girl **throwing the water balloon** is Tammy DiGiovanni.

Tammy, **throwing the water balloon**, aimed at the target.

Running quickly after Tammy, I threw the balloon back.

Tammy, **scared of getting wet**, hid behind a bush.

► **Exercise 3** Underline each participial phrase. Draw an arrow to the word the phrase modifies.

Blackie, catching the stick in mid-air, trotted proudly back to Steve.

1. Surprised by our gift of a new winter coat, Grandmother began to cry for joy.
2. The lot, filled with cars, was enormous.
3. The box of fruit containing pears, apples, and oranges arrived at the door.
4. Homeless families often stayed at a shelter operated by a local church.
5. Carrying plenty of water, we set out for the summit of the mountain.
6. Did they see the train coming around the bend?
7. Urged on by the fans, the basketball team began its comeback.
8. The tall man wearing the gray suit is a judge.
9. That newspaper blowing all over the yard is a real mess.

- ▶ Writing Link** Write a paragraph about a sport you either like to watch or play. Use both present and past participles.

[illegible]

Lesson 51**Gerunds and Gerund Phrases**

In addition to being used as an adjective (as in participles and participial phrases), a verb form ending in *-ing* may also serve as a noun. A **gerund** is a verb form that ends in *-ing* and is used as a noun. It can be the subject of a sentence, the direct object, or the object of a preposition.

Flying is a skill birds must learn. (subject)

Young birds practice **flying**. (direct object)

They can escape from dangers by **flying**. (object of a preposition)

A **gerund phrase** is a group of words that includes a gerund and other words that complete its meaning.

Flying in a storm takes practice. (subject)

Birds learn **flying in high winds** at a young age. (direct object)

Many birds owe their survival to **flying away from enemies**. (object of a preposition)

► **Exercise 1** Circle each gerund. Underline each gerund phrase.

One way people share good times is by observing holidays together.

1. Some people keep Valentine's Day by sending heart-shaped cards to friends.
2. Sharing valentines with others can brighten a wintry February day.
3. The custom of celebrating Valentine's Day stretches back a long way.
4. Many historians believe the holiday sprang from an ancient Roman custom of honoring two brothers by the name of Valentine.
5. Coloring eggs is an activity that belongs to another holiday.
6. Easter is often associated with the blooming of spring flowers.
7. In Christian traditions, Easter marks the rising of Jesus from the dead.
8. At the same time as Easter, Jews observe Passover by preparing a special meal, a *seder*.
9. By eating the special foods at the seder, Jews remember the flight of their ancestors from slavery in Egypt.

10. Playing jokes on people seems a strange way to celebrate a holiday.
11. However, exchanging gag gifts was a custom in France that grew into our April Fool's Day.
12. A lesser-known spring holiday is dedicated to planting trees—Arbor Day.
13. Various states enjoy observing Arbor Day any time from December to May.
14. Most people would agree that respecting mothers is important every day of the year.
15. In 1914 Congress approved reserving a specific day for mothers.
16. The second Sunday in May is the day set aside for remembering Mom.
17. Remembering our patriotic dead is the purpose of another May holiday, Memorial Day.
18. By decorating the graves of soldiers, we honor their memories.
19. In celebrating Memorial Day at the end of May, we pay tribute to those who died for their country.
20. Honoring all members of the armed services is the purpose of Veterans Day, celebrated in November.

► **Exercise 2** Underline each gerund phrase. Write in the blank how it is used in the sentence: *S* for subject, *DO* for direct object, *OP* for object of a preposition, or *none* if the sentence does not contain a gerund.

- DO Our neighbor, Mr. Montoya, enjoys seeing his sons on Father's Day.
- _____ 1. Having a special day for fathers was the idea of a Spokane, Washington, woman.
- _____ 2. On the third Sunday in June, Father's Day, children show their fathers how they feel about them by sending cards and giving presents.
- _____ 3. A holiday in June features flying the American flag, a tradition that began after the Civil War.
- _____ 4. June 14 is Flag Day, a day for remembering the first American flag.

- _____ 5. Just one year earlier, thirteen colonies went to war with England by declaring their independence.
- _____ 6. The colonies knew they were entering a dangerous and fateful time.
- _____ 7. With the signing of the Declaration of Independence, the American Revolution began.
- _____ 8. In winning the War of Independence, the colonies became a new and independent nation.
- _____ 9. Ringing out over the streets of Philadelphia on July 4, 1776, was the historic Liberty Bell.
- _____ 10. Celebrating America's birth is the purpose of our Independence Day.
- _____ 11. In almost every American town, holding parades on the Fourth of July is a tradition.
- _____ 12. Watching fireworks is also a big part of the Fourth.
- _____ 13. However, remembering our country's early days should also be a part of the celebrations.
- _____ 14. Signaling the end of summer, Labor Day comes at the start of September.
- _____ 15. This holiday is also an occasion for honoring the nation's workers.
- _____ 16. Adopting the holiday in 1882, New York City was the first place to celebrate workers.
- _____ 17. For many Americans, having a day off from work is the best way to celebrate Labor Day!
- _____ 18. The keeping of the fast of Ramadan occurs during the ninth month of the Islamic calendar.
- _____ 19. American Muslims celebrate this religious festival by fasting during the day.
- _____ 20. But when the sun sets, Muslims can stop their fasting and celebrate their holy month.

► **Exercise 3** Identify the word in *italics*. Write *V* in the blank if the word is a verb in a verb phrase, *part.* if the word is a participle used as an adjective, or *ger.* if the word is a gerund.

- ger. _____ *Eating* special foods is one way to celebrate special days.
- _____ 1. Americans have many different ways of *celebrating* holidays.
- _____ 2. *Bringing* customs and traditions from their homelands, immigrants add to the rich holiday mix in the United States.
- _____ 3. Holidays *belonging* to three major groups are celebrated.
- _____ 4. *Observing* religious holidays is common throughout the United States.
- _____ 5. *Commemorating* national holidays seems important to most Americans.
- _____ 6. Certain states are *celebrating* regional holidays.
- _____ 7. *Staying* up late the night before makes the first holiday of the year seem like the shortest.
- _____ 8. Many people celebrate New Year's Day by *making* noise.
- _____ 9. *Wearing* funny hats is also a part of New Year's festivities.
- _____ 10. *Singing* songs such as "Auld Lang Syne," people say good-bye to the old year and hello to the new.
- _____ 11. *Making* New Year's resolutions is another tradition.
- _____ 12. By making resolutions, many people are *hoping* to stop old habits or begin new ones.
- _____ 13. Are you *thinking* of making any resolutions this New Year's Day?
- _____ 14. Some of our New Year's traditions come from the ancient Romans, who celebrated the *approaching* year.
- _____ 15. In fact, the first month of the year is named after Janus, the Roman god of *beginnings* and endings.
- _____ 16. *Having* two faces, Janus looked forward and backward.
- _____ 17. January 1—New Year's Day—is a good time for *looking* at both the past and the future.
- _____ 18. The early months of the year are rich in holidays *honoring* important Americans.

Lesson 52**Infinitives and Infinitive Phrases**

An **infinitive** is another verb form that may function as a noun. It may also function as an adjective or an adverb. An infinitive is formed from the word *to* followed by the base form of a verb. The word *to* is not a preposition when it is used immediately before a verb.

Jenny is always looking for a chance **to read**. (infinitive)

She goes **to the library** at least once a week. (not an infinitive; the word *to* is used as a preposition)

An infinitive used as a noun can be the subject of a sentence or the direct object of a verb.

To read is enjoyable. (subject) Jenny tries **to read** every day. (direct object)

An **infinitive phrase** is a group of words that includes an infinitive and other words that complete its meaning.

Jenny has decided **to read all of Sue Ellen Bridgers's books this summer**.

► **Exercise 1** Circle each infinitive. Underline each infinitive phrase.

My sister is teaching me to play chess.

1. Do you like to eat Chinese food?
2. It's hard to choose a video because the selection here is so large.
3. I'm lucky to go to such a good school.
4. My little brother finds it almost impossible to wait until his birthday.
5. To ignore a sore throat is not a very good idea.
6. We have to leave immediately to go to the meeting at the recreation center.
7. To win the last three games of the season will not be easy.
8. To get a *B* on the next test is her objective.
9. To grow a moustache in time for the play became my dad's plan.
10. Let's get together to watch old Laurel and Hardy movies.
11. I know how to fix the glitch in your computer program.
12. To take a cruise in the Caribbean would be wonderful.

13. We love to wander around the old-fashioned shops at the history museum.
14. I don't want to argue about it now.
15. She said she'd love to hear from us.
16. The hospital chaplain stopped to say hello to Maggie after her operation.
17. Does Jordan like to sing in the Glee Club?
18. Did you ever want to go to a Broadway musical?
19. To wait for dinner doesn't bother me at all.
20. On her family's trip to the ocean, Megan is going to try scuba diving.
21. I'm trying to break my habit of saying *whatever* all the time.
22. I think it would be fun to speak a foreign language.
23. To multiply big numbers in her head is my sister's special talent.
24. The teacher asked William to think about taking algebra.
25. Martin's goal is to play the saxophone as well as Kenny G.
26. Doug went to Florida to see the Everglades.
27. Can you believe we're actually going to make it to the playoffs?
28. I'll bet a young kangaroo—called a *joey*—likes to hang on tightly when its mother jumps around!

► **Exercise 2** Place a check (✓) next to the sentence in each pair that contains an infinitive phrase.

- | | |
|---------|--|
| _____ ✓ | Everyone would like to get good grades. |
| _____ | I gave my report card to my mother. |
| _____ | 1. She sent Chanukah cards to many different people. |
| _____ | Christine likes to read historical novels. |
| _____ | 2. I hate to go to bed without brushing my teeth. |
| _____ | Let me say thanks to everyone involved with the project. |
| _____ | 3. To munch on peanuts reminds me of being at the circus! |
| _____ | The raft floated down the Ohio River to the Mississippi River. |

- _____ 4. We awarded a prize to the tallest girl in the class.
 _____ How are those tiny butterflies able to fly all the way to South America?
- _____ 5. The letter began "To whom it may concern."
 _____ It took a lot of courage to speak out about injustice the way she did.
- _____ 6. It's really up to her whether we continue.
 _____ It would be safer to put that money in a bank account, don't you think?
- _____ 7. To think that anyone could devote so much time to a painting is beyond my
 comprehension!
 _____ Mr. Barnard was transferred to San Diego.
- _____ 8. It takes a certain kind of person to work in an emergency room.
 _____ I gave the leftover tuna to Sandy's cat.
- _____ 9. Please move that chair to the living room.
 _____ To sail the skies in a glider would be a fantastic experience.
- _____ 10. I'd like to visit Hawaii someday.
 _____ In some countries kids go to school on Saturdays.
- _____ 11. For Thanksgiving my family drove to my grandparents' house.
 _____ She ought to pay more attention to the rules.
- _____ 12. One day, I'd enjoy going to the desert.
 _____ To pay for anything in cash is rather rare these days.
- _____ 13. He spoke to the manager of the restaurant about a part-time job.
 _____ I would like you all to notice the "Wet Paint" sign on the wall.
- _____ 14. Tell Kelly if you're interested in going to Aspen, Colorado, for the ski trip.
 _____ She wants to return her new shoes because they feel too big.

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► **Exercise 3** Underline each infinitive phrase. Write *S* in the blank if it is used as a subject, *DO* if it is used as a direct object, or *none* if the sentence has no infinitive phrase.

- DO _____ My uncle Jerry loves to hit golf balls.
- _____ 1. She hadn't even learned to turn on the computer.
- _____ 2. Please don't forget to water the plants while I'm gone.

- _____ 3. We all piled into the car and drove to the garden center.
- _____ 4. To say you're not interested seems unfair.
- _____ 5. To make a donation to SADD in our names was a nice gesture.
- _____ 6. This certainly means a lot to my family and me.
- _____ 7. What do you want to do this Saturday?
- _____ 8. Going to the moon seemed impossible to our grandparents.
- _____ 9. To go swimming in frigid Lake Superior is no picnic!
- _____ 10. On the tour, they will travel to Oregon and Washington.
- _____ 11. Would you like to lend me a pencil for fifth period?
- _____ 12. To be myself is the best advice I have been given.
- _____ 13. Have you ever wanted to go on a whale-watching trip?
- _____ 14. To eat a crisp apple is one of the joys of autumn.
- _____ 15. Lee and I walked to DeShon's dad's house.
- _____ 16. When her cousins arrived, Ramona decided to take them on a scavenger hunt.
- _____ 17. Colin hopes to be a good friend to everyone.
- _____ 18. To us and them, the matter just didn't seem all that important.
- _____ 19. Does anyone feel like going to the grocery store?
- _____ 20. To build a fire in a strong wind takes skill.
- _____ 21. Do you want to go out for a pizza after the concert?
- _____ 22. To postpone the wedding will upset everyone's plans.
- _____ 23. People sometimes would like to change the weather, but, of course, they can't.
- _____ 24. The mayor gave a citation to the members of the rescue squad who saved the child.
- _____ 25. To succeed in gymnastics takes dedication.
- _____ 26. To point at people is not polite.
- _____ 27. Ethan wanted to go to the theme park with his family.
- _____ 28. I wish she could have talked to me about the problem.



Unit 8 Review

► **Exercise 1** Underline each participial, gerund, or infinitive phrase. Write in the blank what kind of phrase it is: *part.* for participial phrase, *ger.* for gerund phrase, or *inf.* for infinitive phrase. Write *none* if the sentence has none of these phrases.

- ger. _____ Lila greatly enjoys planting rose bushes.
- _____ 1. The news showed pictures of houses destroyed by the hurricane.
- _____ 2. Would you ever want to go on a two-week trip to Colorado?
- _____ 3. Taking it easy is my brother's idea of a good vacation.
- _____ 4. To eat too many desserts is not a very good idea.
- _____ 5. Rod is playing the piano in the school jazz band.
- _____ 6. Hearing my dad's voice on the phone, I answered quickly.
- _____ 7. She doesn't really enjoy working after school.
- _____ 8. Nicole was wondering which class would be better for her major.
- _____ 9. In soccer, players use their feet to do almost everything.
- _____ 10. Thomas prefers swimming in a pool rather than in the ocean.
- _____ 11. We opened the door for the carolers touring the neighborhood.
- _____ 12. We took the subway to Columbia Square.
- _____ 13. I have talked to almost everyone about the talent show.
- _____ 14. I love to watch the fireworks display on the Fourth of July.
- _____ 15. Accepted by every college she applied to, my sister must make a difficult decision.
- _____ 16. Deciding on one will be hard.
- _____ 17. Please take the laundry basket to the bedroom.
- _____ 18. Finishing all my homework by eight o'clock won't be easy.
- _____ 19. Do you want to go to the early movie or the late one?
- _____ 20. The dog lapping up water so fast must have been very thirsty.

Cumulative Review: Units 1–8

► **Exercise 1** Underline the correct pronoun in parentheses. Write in the blank whether the sentence is *dec.* (declarative), *int.* (interrogative), *exc.* (exclamatory), or *imp.* (imperative).

- int. Where did he, him) leave the instructions?
- _____ 1. Don't forget to send an invitation to (they, them).
- _____ 2. What an incredible jump shot (she, her) has!
- _____ 3. The bridge begins on the east side of the river, and (it, they) ends on the west side of the river.
- _____ 4. Looking through a telescope, Imena could see that constellation and (its, their) nearest neighbor.
- _____ 5. Why did you give (they, them) directions to the secret cave?
- _____ 6. Reynaldo promised to give (we, us) students a tour of the television station.
- _____ 7. Place Mother's flowers on the table, and take the card to (its, her).
- _____ 8. I can't believe (our, us) school won the contest!
- _____ 9. Wendy and Jasmine are donating (her, their) old clothing to a local charity.
- _____ 10. Either Alan or Jerome will collect signatures for (his, theirs) petition on Tuesday.
- _____ 11. Young deer roam freely through this park, but Susan worries that (it, they) will wander onto the highway.
- _____ 12. Who can deliver Hector's homework to (her, him)?
- _____ 13. Bring me the plant that is drooping and I will water (it, him).
- _____ 14. Please ask the Fuelas to bring pictures of (his, their) trip to Texas.
- _____ 15. Look how high Marta can throw (her, his) baton!
- _____ 16. When can Ron show (we, us) how to use the new computer?
- _____ 17. (Those, Them) were the best doughnuts Irene had ever tasted.
- _____ 18. (We, Us) travelers sometimes forget to pack everything.

_____ 19. Take Ms. Gorman's tools to (her, his) house.

_____ 20. Wow! Jerry surprised even (herself, himself)!

► **Exercise 2** Draw one line under each main clause and two lines under each subordinate clause. Write in the blank whether the sentence is *simple*, *compound*, or *complex*.

_____ complex _____ Before they began the concert, the orchestra tuned their instruments.

_____ 1. Laura baked brownies for the party, and Chad made submarine sandwiches.

_____ 2. Tulips and daffodils dotted the hillside.

_____ 3. Ms. Devereaux may teach her class indoors today, or she may take everyone outside.

_____ 4. As Shirlene was entering her house, she noticed the puppy had been playing with her slippers.

_____ 5. Several colorful boats lined up for the race.

_____ 6. The cast will pose for pictures after the performance ends.

_____ 7. Isabel and Mai Lin waited for nearly an hour, but the bus never came.

_____ 8. The festival preparations were delayed because high winds blew the tents over.

_____ 9. When you leave, be sure to tell the leader where you are going.

_____ 10. Uncle Dominic insisted that we all try the new Italian restaurant.

_____ 11. After the Thompsons sent us a fruit basket, we made them some homemade pies.

_____ 12. Brigitta found her lost button while she was jogging through the neighborhood.

_____ 13. The trees swayed in the breeze, and the wheat danced in the sunlight.

_____ 14. The department store was crowded, but Natasha and her mother were able to finish their shopping without difficulty.

_____ 15. Lesharo finished his chores before his brother returned home.

► **Exercise 3** Underline each participial, gerund, or infinitive phrase. Write in the blank what kind of phrase it is: *part.* for participial phrase, *ger.* for gerund phrase, or *inf.* for infinitive phrase.

- ger. Omar is looking forward to camping with John and Travis.
- _____ 1. Jason, working on a shrimp boat, enjoyed his summer.
- _____ 2. Sandy needs to sleep at least seven hours.
- _____ 3. Tabitha learned sewing from her mother.
- _____ 4. Approaching at a rapid pace, the storm darkened the western sky.
- _____ 5. Closing the window reminded Amos of the alarm system.
- _____ 6. Trapped in the spider's web, the locust awaited its captor.
- _____ 7. Mashing potatoes has never been Helen's favorite task.
- _____ 8. Did the Lone Ranger learn to speak the Apache language?
- _____ 9. Referring to her notes, Dr. Cordero spoke about the medical profession.
- _____ 10. Mrs. Maxwell knew how to avoid an unpleasant confrontation.
- _____ 11. Martin heard loud knocking at the door.
- _____ 12. Jocelyn wanted to hear the famous guitarist.
- _____ 13. The crowing of the rooster awakened everyone on the farm.
- _____ 14. Sinking like a big red ball, the sun disappeared from the western horizon.
- _____ 15. The goalkeeper lunged to block Jeremy's kick.
- _____ 16. Going to school consumes most of Jim's time.
- _____ 17. Stopping for lunch, Ella was late for her appointment.
- _____ 18. Walking to the downtown mall requires about twenty minutes.
- _____ 19. Carmella enjoys talking to Morris.
- _____ 20. Jesse raised his left foot to tie the shoelace on his basketball shoe.

Unit 9: Subject-Verb Agreement

Lesson 53

Making Subjects and Verbs Agree

If the subject of a sentence is singular, then the verb of the sentence must also be singular. If the subject is plural, then the verb must also be plural. When the subject and the verb are both singular or both plural, they are said to **agree in number**.

Mr. Lawrenz teaches art. (singular subject, singular verb)

Wade and Lee teach art. (plural subject, plural verb)

I walk to the store. (singular subject, singular verb)

She walks to the store. (singular subject, singular verb)

They walk to the store. (plural subject, plural verb)

Whether the irregular verbs *be*, *do*, and *have* are used as main verbs or helping verbs, they must agree with the subject.

The window **is** stuck. (singular subject, singular verb)

These windows **do** stick in humid weather. (plural subject, plural helping verb)

He has saved money. (singular subject, singular helping verb)

► Exercise 1 Draw two lines under the correct form of the verb in parentheses.

Carla (bake, bakes) brownies once a week.

1. Cows (produce, produces) milk at the dairy farm.
2. This airplane (fly, flies) to Milwaukee.
3. A wave (crashes, crash) against the breakwater.
4. These mountains (appear, appears) taller than the clouds.
5. These lights (do, does) not work.
6. The rodeo (start, starts) next week.
7. Fred and Ginger (dance, dances) very well together.
8. These books (seems, seem) heavy.
9. She (sings, sing) in the school choir.
10. He (was, were) not home when Coach Lewis called.
11. Tony (do, does) not go to the movies very often.

12. Forecasters (predicts, predict) many bad storms this year.
13. Two hundred people (was, were) in the audience.
14. You and I (trains, train) for the same position on the team.
15. Two airports (serve, serves) the Washington, D.C., area.
16. This container (hold, holds) one gallon of liquid.
17. These crates (weighs, weigh) twenty pounds.
18. President Smith (leaves, leave) at three o'clock.
19. Redwood trees (grow, grows) very tall.
20. May High School and Brush High School (have, has) been sports rivals for many years.

► **Exercise 2** Write in the blank the correct present-tense form of the verb in parentheses.

Richard plans to visit London in the spring. (plan)

1. King Alexander III of Macedonia _____ commonly known as Alexander the Great. (be)
2. Mr. Collins _____ impatiently for the mail to arrive. (wait)
3. Saul and Keith _____ checkers after school. (play)
4. The birds _____ for food by the pond. (hunt)
5. These sandwiches _____ very good. (taste)
6. There _____ only one right answer to this question. (be)
7. Kathy _____ this music. (like)
8. Leonard _____ spring practice will begin soon. (hope)
9. The wall _____ two windows. (have)
10. The Mississippi River _____ through Louisiana. (flow)
11. Light _____ through the stained glass windows. (shine)
12. Art classes _____ Donna develop her skills. (help)
13. West Point and the Naval Academy _____ near the East Coast. (be)
14. Electric guitars _____ extremely well in this city. (sell)
15. Dolphins _____ in water. (live)
16. Only two weeks _____ in the semester. (remain)

Lesson 54**Locating the Subject**

Making a subject and verb agree is easy when the verb directly follows the subject. However, sometimes a prepositional phrase comes between the subject and its verb.

The **books** on the table **belong** to Edwina. (The plural verb, *belong*, agrees with the plural subject, *books*.)

To help determine subject-verb agreement, say the sentence without the prepositional phrase.

The **books belong** to Edwina.

Inverted sentences are those in which the subject follows the verb. Some of these sentences begin with a prepositional phrase. Other inverted sentences begin with *here* or *there*. Do not mistake the object of a preposition or *here* and *there* for the subject.

In the ocean **live animals** of many species.

There **is** the **road** into town.

Here in the storeroom **are** the **tapes** you ordered.

Some interrogative sentences may have a helping verb before the subject. The subject is found between the helping verb and the main verb.

Does this **store sell** videotapes? (*Store* is the subject, *sell* is the main verb, and *does* is the helping verb.)

► **Exercise 1** Draw two lines under the correct form of the verb in parentheses. Write **S** in the blank if the subject and verb are singular. Write **pl.** if the subject and verb are plural.

- pl. The flowers in Marta's garden (appear, appears) each spring.
- _____ 1. The lands near the South Pole (are, is) very cold.
- _____ 2. The football players, except for John, (are, is) warming up on the field.
- _____ 3. On the wall (hangs, hang) a certificate of appreciation.
- _____ 4. From this junior high (comes, come) tomorrow's graduates.
- _____ 5. The classroom near the north stairs (get, gets) very cold in the winter.
- _____ 6. (Do, Does) the freshmen understand French?

- _____ 7. Alaska, before becoming part of the United States, (was, were) called “Seward’s Folly” or “Icebergia.”
- _____ 8. There (lie, lies) the finest watchdog in the county!
- _____ 9. Do the ingredients in these cereals (includes, include) sugar?
- _____ 10. Pluto, which is the farthest planet from the sun, (orbit, orbits) the sun every 90,000 days.
- _____ 11. The streets in this city (contains, contain) little asphalt.
- _____ 12. Here (are, is) your instructions.
- _____ 13. Amber, which is used in jewelry, (come, comes) from fossilized tree sap.
- _____ 14. Americans in each region of the country (speak, speaks) with distinct accents.
- _____ 15. In the back of the room (sit, sits) the next speaker.
- _____ 16. There across the hall (are, is) the language lab.
- _____ 17. The leaves on the tree (turn, turns) color every fall.
- _____ 18. The abacus, although centuries old, (are, is) still used in many parts of the world.
- _____ 19. Does he (think, thinks) this is going to work?
- _____ 20. The pieces of the puzzle (fits, fit) together perfectly.

► **Exercise 2** Underline the simple subject of each sentence. Write in the blank the correct present-tense form of the verb in parentheses.

The players in the game rest at halftime. (rest)

1. Here in our city _____ a world-renowned author. (work)
2. Rivers in Ohio, except for the Ohio River, _____ shallow-draft waterways. (be)
3. Only one bird in our yard _____ its nest in that tree. (build)
4. Do these lockers _____ numbers? (have)
5. The microphones in the auditorium _____ professional quality. (be)
6. In the desert _____ many plants. (live)

Lesson 55**Collective Nouns and Other Special Subjects**

A **collective noun** names a group. It has a singular meaning when the group acts as a unit. It has a plural meaning when showing that each member of the group acts as an individual. The meaning of the noun in the sentence determines whether the singular or plural form of the verb is needed. You can determine whether a collective noun takes a singular or plural verb by substituting the pronoun *it* or *they*.

The **team wants** to buy the coach a gift. (one group, singular)

The **team agree** to purchase their own jerseys. (individuals, plural)

Certain nouns, such as *mathematics* and *mumps*, end in -s but use a singular verb form. Nouns such as *jeans* and *scissors* also end in -s and take a plural verb, yet they are single objects.

The **news is** on the radio now. (singular)

These **jeans are** torn. (plural)

When the subject refers to an amount as a single unit, it is considered singular. When it refers to more than one unit, it is plural.

Two weeks seems like a long time to wait. (single unit, singular verb)

Two weeks have passed since you called. (several units, plural verb)

The name of a company, title of a book, movie, play, song, or work of art is a proper noun and should be treated as singular even if the subject within the title is plural.

The Flintstones is a television show that was made into a movie. (single title)

► **Exercise 1** Underline the simple subject of each sentence. In the blank, write *S* if the subject is singular and *pl.* if the subject is plural.

 S Broadcast news continues to be a popular field of study.

_____ 1. Ms. Tanaka's class is interested in journalism.

_____ 2. Three weeks have been spent studying newscasts.

_____ 3. Television news excites several of the students.

_____ 4. Jeremy's family gives tours of the television station where his mother works.

_____ 5. The class appreciate the time they each received with Mrs. Ramos, who showed them how to operate a video camera.

- _____ 6. The group hopes to produce its own news show.
- _____ 7. Student council suggests ideas for a school newscast.
- _____ 8. The school band volunteers to record music for the show.
- _____ 9. A target audience is selected.
- _____ 10. The softball team grant their interviews to three student reporters.
- _____ 11. *Youth News* is the name chosen for the program.
- _____ 12. Faculty assist in obtaining permission for students to videotape background material for their news stories.
- _____ 13. The Art Club volunteers to draw weather maps.
- _____ 14. The coaching staff offer advice on the sports report.
- _____ 15. Current events fills the top slot in the newscast.
- _____ 16. Ratings are unimportant according to Ms. Tanaka.
- _____ 17. The public need to be informed about events that affect their lives.
- _____ 18. Ten days pass before all the arrangements are made.
- _____ 19. Finally, the class is ready to produce a newscast.
- _____ 20. "Jobs for Teens" is the first story they will run.

► **Exercise 2** Draw one line under the simple subject. Draw two lines under the correct form of the verb in parentheses.

Television news (explains, explain) what is happening in government.

- 1. Media (reports, report) on the daily activities of each branch of government.
- 2. A network team (gathers, gather) the news each day.
- 3. The press corps (records, record) what the politicians have to say to them.
- 4. A dedicated group (presents, present) the information they have each obtained.
- 5. The audience (watches, watch) to find out what their elected officials are doing.
- 6. Politics (becomes, become) confusing without someone to describe what the politicians are trying to do.
- 7. However, a citizens' group (has, have) more power than it might think.
- 8. A voting bloc (determines, determine) who will win an election.

Lesson 56**Indefinite Pronouns as Subjects**

An **indefinite pronoun** is a pronoun that does not refer to a specific person, place, or thing. Most indefinite pronouns are singular. Some are plural, and some can be either singular or plural. When an indefinite pronoun is the subject of a sentence, the verb must agree in number with the indefinite pronoun.

COMMON INDEFINITE PRONOUNS

Singular: another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something

Plural: both, few, many, others, several

Either Singular or Plural: all, any, most, none, some

Nobody lives without air. (singular)

Many study the process of photosynthesis. (plural)

A prepositional phrase can follow the indefinite pronouns *all*, *any*, *most*, *none*, or *some*. The object of the preposition will determine whether the pronoun is singular or plural.

Some of the building **is** brick. (singular)

Some of the sunflowers **are** large. (plural)

► **Exercise 1** Draw two lines under the correct form of the verb in parentheses.

Few (expects, expect) to win a prize in the contest.

- Another (wants, want) to look at the bike.
- Anybody (study, studies) French before taking a trip to France.
- Anyone (understand, understands) the importance of this issue.
- One (tell, tells) us about his days in baseball.
- Each of the members (speak, speaks) for three minutes.
- Either of these books (convey, conveys) the mood of the 1980s.
- Everybody (want, wants) a copy of that videotape.
- Both of these schools (is, are) outstanding.
- Everyone who participates (receives, receive) an award.
- Everything in this room (appears, appear) to be an antique.

11. Much of what is in the book (is, are) on the test.
12. Neither (becomes, become) a first-place contender.
13. Some of the students (visits, visit) their schools after they graduate.
14. Thankfully, many (returns, return) to inspire new students.
15. Nobody (like, likes) to see rain during a picnic.
16. Most of the dancers (perform, performs) the same steps.
17. No one (know, knows) how hard we worked on this project.
18. Nothing (is, are) going to change my mind.
19. One (wonders, wonder) how that computer program works.
20. Somebody (wants, want) to talk to you.

► **Exercise 2** Write in the blank the correct present-tense form of the verb in parentheses.

All ride the rollercoaster first. (ride)

1. Someone _____ at the door. (be)
2. Something _____ not look right in this equation. (do)
3. Others _____ this path each morning. (walk)
4. Several _____ the process to us. (describe)
5. Much of this course work _____ outside study. (require)
6. Few _____ the trombone. (play)
7. Many _____ the importance of clean air. (understand)
8. Much _____ during a space shuttle launch. (occur)
9. Another _____ to ride the horse. (wait)
10. Some of the questions _____ reading comprehension. (test)
11. Many _____ several items. (contain)
12. One _____ to understand the reasons for making such a rule. (need)
13. None of the stores _____ that brand. (carry)
14. Neither _____ the play as well as the movie. (like)
15. No one in this class _____ painting. (study)

Lesson 57**Agreement with Compound Subjects**

A **compound subject** contains two or more simple subjects that have the same verb. It requires a singular or plural verb, depending on how the parts of the subject are connected. When two or more simple subjects are joined by the coordinating conjunction *and* or by the correlative conjunction *both...and*, the verb is plural. Sometimes *and* is used to join two words that are part of a single unit or refer to a single person or thing. In this case, the subject is considered to be singular. When two or more subjects are joined by the coordinating conjunction *or* or *nor*, or the correlative conjunction *either...or* or *neither...nor*, the verb agrees with the subject that is closest to it.

Lakes, rivers, **and** streams **have** fish. (plural)

Both rivers **and** streams **carry** silt. (plural)

Our chief cook **and** bottle-washer **wants** to see you! (singular)

The printout **or** the disks **contain** the information. (plural; one singular and one plural subject; the verb agrees with the subject closest to it)

Either the disks **or** the printout **contains** the information. (singular; one plural and one singular subject; the verb agrees with the subject closest to it)

► **Exercise 1** Draw two lines under the correct form of the verb in parentheses. In the blank, write *S* if the verb form is singular or *pl.* if it is plural.

- pl. Both the Atlantic Ocean and the Indian Ocean (meets, meet) the African continent.
- _____ 1. The second-largest continent and the most diverse one (is, are) Africa.
- _____ 2. Both the east and west coastlines (is, are) smooth.
- _____ 3. Africa's northernmost and southernmost points (extend, extends) almost equal distances from the equator.
- _____ 4. The Northern Plateau, Central/Southern Plateau, and Eastern Highlands (is, are) the three major continental regions.
- _____ 5. Both the Senegal and Niger rivers (empties, empty) into the Sudan drainage basin.
- _____ 6. Africa's most famous mountain and highest peak (is, are) Mt. Kilimanjaro.

- _____ 7. Either the desert or the tropical rain forest (has, have) an average temperature of 80°.
- _____ 8. Neither the Sahara nor the Kalahari (is, are) a cold desert.
- _____ 9. Desert and semidesert conditions (prevail, prevails) in northern Africa.
- _____ 10. Tall grasses and low trees (grows, grow) on grasslands called savannas.
- _____ 11. Giraffes, elephants, and zebras (lives, live) on these savannas.
- _____ 12. Both flooding and drought (plague, plagues) Africa.
- _____ 13. The forests and grasslands (serves, serve) as home to several species of antelope.
- _____ 14. Either the lion or the elephant (stand, stands) guard over his territory.
- _____ 15. Insects and diseases (attack, attacks) plants and animals.
- _____ 16. National parks and game reserves (protects, protect) Africa's endangered wildlife.
- _____ 17. The baobab, borassus palm, and acacia trees (survives, survive) through underground moisture.
- _____ 18. For many years, the only source of either radium or diamonds (were, was) the Congo.
- _____ 19. Both the Nile and Congo rivers (is, are) important natural resources.
- _____ 20. Either the Nile or the Zaire (begins, begin) at Lake Victoria.
- _____ 21. Lake Victoria, Owen Falls, and Kariba Gorge (provide, provides) water for hydroelectric generators.
- _____ 22. Irrigation and hydroelectric power (use, uses) water from the Nile.
- _____ 23. The treasures and sarcophagus of King Tutankhamen (was, were) discovered in 1922.
- _____ 24. South and east Africa (contain, contains) many fossils.
- _____ 25. Both the Tibesti and Ahaggar mountains (have, has) prehistoric rock drawings.
- _____ 26. Africa's traditional art and stories (tell, tells) about the past.
- _____ 27. Either historical realities or mythology (is, are) conveyed through traditional art.
- _____ 28. Masks and statues (is, are) the most common forms of African art.



Unit 9 Review

► Exercise 1 Draw two lines under the correct form of the verb in parentheses.

Neither Tom nor Steve (remember, remembers) leaving his bicycle on the sidewalk.

1. Either a cup or a glass (hold, holds) water.
2. Arizona and New Mexico, particularly in the summer, (is, are) very hot.
3. In the winter (come, comes) frigid air from the north.
4. The budget committee (accept, accepts) your proposal.
5. The pliers (do, does) us no good if we cannot find them.
6. Here on the table (lie, lies) the missing keys.
7. Does this cooler (contain, contains) any ice?
8. Twenty-five cents (was, were) the cost of the phone call.
9. *Duel of Eagles* (give, gives) a good description of the Mexican and American fight for the Alamo.
10. My last and best song (is, are) "Maple Leaf Rag."
11. At the corner of Jefferson Avenue and High Street (occur, occurs) many accidents.
12. Their dedication to their profession (serve, serves) the company well.
13. Bowling, hockey, and basketball (is, are) popular sports.
14. The flock of sheep (graze, grazes) contentedly.
15. Scissors (come, comes) in all sizes.
16. Neither boots nor an umbrella (is, are) necessary in sunny weather.
17. Over the horizon (rise, rises) a beautiful pink sun.
18. Five months (has, have) passed since the last school field trip.
19. Many (think, thinks) this test was easy.
20. Both Joshua and Stacy (dance, dances) in the school ballet.

Cumulative Review: Units 1–9

► **Exercise 1** Above each word in italics, label its part of speech: *N* (noun), *V* (verb), *adj.* (adjective), *adv.* (adverb), *pro.* (pronoun), or *prep.* (preposition).

adj. *V* *N* *prep.*
The *foggy* weather *caused* *problems* *with* the traffic.

1. *Clear* and cold Lake Superior *holds* one tenth of the world's *unfrozen* fresh water.
2. The *brilliantly* colored butterfly *fluttered* *lazily* over the bright *flowers*.
3. The late-afternoon sunbeams created *long* *shadows* *across* the city park.
4. A chameleon *uses* its *ability* to camouflage *itself* to hide from danger.
5. The tour company *carefully* planned the fabulous *European* *excursion* for the students.
6. Schools are *rarely* closed in *Thunder Bay* because of the *harsh* *winter* weather.
7. The little boy *napped* *peacefully* on a blanket *during* the *long* parade.
8. *Pollution* and over-fishing lead to severe *problems* for the fishing *industry*.
9. The *night-time* temperature *plunged* *rapidly* to *ten* degrees below zero.
10. The huge airliner *quickly* descended *in* *preparation* for landing.
11. *Moods* and attitudes *are* *lifted* by a *bright* and *sunny* day.
12. The *higher* altitude of Nairobi quickly *left* us *breathless* during our hikes.
13. The howling of the coyote *echoed* *early* *through* the canyon.
14. *She* depended on her sophisticated camera for her *scientific* *research*.
15. The old *Model T's* were equipped *quite* *differently* from the comfortable cars of *today*.
16. Our ancient *past* is *revealed* to us through the *efforts* of dedicated archaeologists.
17. The Vietnam *Women's* Memorial *honors* women *who* *served* during that war.
18. The Statue of Freedom on top of the U.S. Capitol *dome* *was* *lowered* and *cleaned* for the *first* time in 130 *years*.
19. People *everywhere* enjoy *performances* of Tchaikovsky's *famous* ballet, *The Nutcracker*.
20. The northern *resort* *offered* fishing in the *summer* and snowmobiling *in* the *winter*.

► **Exercise 2** Draw a line under each adjective clause, adverb clause, and noun clause. In the blank, indicate the kind of clause by writing *adj.*, *adv.*, or *noun*.

- adv. Whenever you write your name on these forms, please print it.
- _____ 1. Our state parks and reserves, which make excellent natural classrooms, hold exciting discoveries for students and families.
- _____ 2. Fritz saw the same car at a lower price after he had already bought his car.
- _____ 3. Mrs. Rovtar explained that she would be taking early retirement.
- _____ 4. Whoever joins an environmental club will learn much.
- _____ 5. Pearl S. Buck, who wrote *The Wave*, won the 1938 Nobel Prize for literature.
- _____ 6. Priorities for your life are whatever you decide.
- _____ 7. Scott stopped his exercise routine early since he had another obligation.
- _____ 8. Jessica loved to read whenever she had free time.
- _____ 9. Wherever they are, animals love to play.
- _____ 10. She wanted to go into whichever shop they came to first.
- _____ 11. The train that travels at midnight carries coal.
- _____ 12. Muffin, who is a finicky eater, turned up her nose at the new cat food.
- _____ 13. The costume designer will help us with whatever costume changes are needed.
- _____ 14. Whatever choice you make is fine with me.
- _____ 15. Wherever he went, the man's happy whistling could be heard.
- _____ 16. The ski runs were closed until the wind diminished.
- _____ 17. Troy's German shepherd is one dog that is truly faithful to its master.
- _____ 18. I don't know why he stayed home.
- _____ 19. Shana cherished the family heirloom that she received from her grandmother.
- _____ 20. The fisherman wished to remain by the sea because his entire life had revolved around the water.

► **Exercise 3** Draw two lines under the verb in parentheses that agrees in number with the subject.

Painting houses (is, are) their family's business.

1. Young chimps and baboons often (become, becomes) playmates in the wild.
2. Vacationing in the mountains (remain, remains) a favorite get-away for many families.
3. Each of his many songs (is, are) a favorite of my dad's.
4. Neither their old gramophone nor their antique chairs (go, goes) to the moving sale.
5. Five dollars (seem, seems) too much to pay for a student admission.
6. The members of the new theater group (perform, performs) tonight.
7. The cowboy and rodeo star (walk, walks) safely out of the arena after being thrown from his horse.
8. The largest piece of luggage (weigh, weighs) eighty pounds.
9. Does this book on foreign cities (appeal, appeals) to you?
10. In the wilderness (lie, lies) undiscovered treasures.
11. Each of the four opportunities (offer, offers) valuable experience.
12. Houston, New Orleans, and Atlanta (is, are) located in the southern part of the United States.
13. The principal or the teachers always (arrive, arrives) at school before the students.
14. Their family (organize, organizes) a reunion every five years.
15. Sometimes four weeks (pass, passes) before I see another movie.
16. In the corner of the flower bed (remain, remains) one lone blossom.
17. There (leave, leaves) the train on its daily journey.
18. In Grandfather's day, trousers (was, were) worn after a boy was too big for knickers.
19. Both old merchant vessels and old warships (interest, interests) our world history teacher.
20. Mathematics, as well as science and reading, (is, are) offered during the summer session.

Unit 10: Diagraming Sentences

Lesson 58

Diagraming Simple Subjects and Predicates

To diagram a sentence, draw a horizontal line with a vertical line going through it. Write the simple subject to the left of the vertical line and the simple predicate to the right of the line.

Diagramed below are only the simple subject and simple predicate of the four basic kinds of sentences. Regardless of the word order in the sentence, the location of the simple subject and simple predicate in a sentence diagram is always the same.

DECLARATIVE

People ride horses.

People	ride
--------	------

IMPERATIVE

Ride the horse.

(you)	Ride
-------	------

INTERROGATIVE

Do people ride horses?

people	Do ride
--------	---------

EXCLAMATORY

How those horses run!

horses	run
--------	-----

► **Exercise 1** Diagram only the simple subject and simple predicate in each sentence.

- | | |
|---|---|
| <p>1. Cally had spoken.</p> <p>2. The old barn collapsed.</p> <p>3. Buy that video.</p> | <p>4. Did you give it to her?</p> <p>5. The dog damaged the flowers.</p> <p>6. When did you wake him?</p> |
|---|---|

7. I took my team jacket.

14. Have you examined your notes?

8. You are muttering.

15. How the ice glitters!

9. Hand me the book.

16. Enter the contest.

10. Are you motivated?

17. I have prepared for the quiz.

11. Duwana felt sorry.

18. He wrecked my bike!

12. Our team desires a win.

19. Where is my CD?

13. Earn the money for it.

20. Quartz is beautiful.

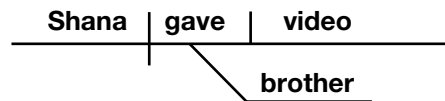
Lesson 59**Diagraming Direct and Indirect Objects and Predicate Words**

Place the direct object to the right of the verb and next to a vertical line that does not extend below the horizontal line. Locate indirect objects on a horizontal line below and to the right of the verb, connected to the verb by a slanted line.

Do take a free sample.

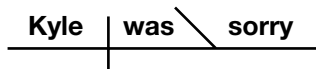


Shana gave her brother a video.



Use a slanted line to separate a predicate noun or predicate adjective from the linking verb.

Kyle was sorry.



Priscilla does seem very friendly.



► **Exercise 1** Diagram the subject, predicate, direct object, indirect object, and any predicate words in each sentence.

1. You look hungry.

4. Henry overtook the other runners.

2. Ruth thanked him.

5. Fred brought Sarah the money.

3. I sent Susan the notes.

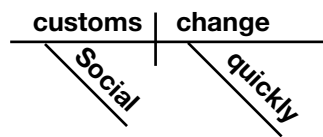
6. Camilla seemed happy.

7. We love that movie.
8. Candrika told us the story.
9. They remained angry.
10. Wrenn did me a favor.
11. Jennifer threw Sam the ball.
12. Mr. Hassan is nice.
13. Aaron grasped the discus.
14. Rebecca was pleasant.
15. Tiffany lent Cal the recorder.
16. Our work advanced the school's reputation.
17. My dog fetched me the stick.
18. When did you drink it?
19. Carol will be ready.
20. Boil the potatoes.

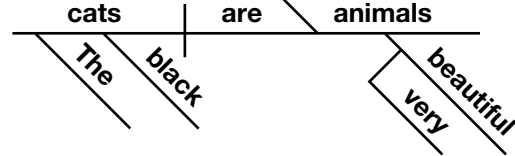
Lesson 60**Diagramming Adjectives and Adverbs**

Place adjectives, including articles, and adverbs on slanted lines beneath the words they modify. Predicate adjectives remain on the horizontal line.

Social customs quickly change.



The black cats are very beautiful animals.



► **Exercise 1** Diagram each sentence.

1. Cumulus clouds are fluffy.
2. The parade featured historical vehicles.
3. He eagerly ate the green grapes.
4. Bret is a fine student.
5. Sunee paints wonderful portraits.
6. Mr. Martinez runs fast.
7. Our old tree has become rotten.
8. Sailboats always look lovely.

9. The round balloons were absolutely huge.

15. Competitive sports greatly influence our clothes.

10. We will eat pepperoni pizza tomorrow.

16. Adam is our best pitcher.

11. The artisans made beautiful shell necklaces.

17. We happily sang our school song.

12. Tailors designed warm, snug clothing.

18. The maple turned bright red.

13. The injured boy moved quite gingerly.

19. The spring air smells delightful.

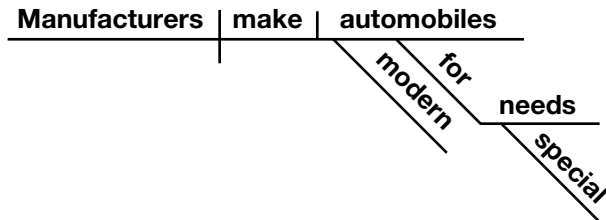
14. The new seeds provided abundant cotton.

20. The squirrel playfully chased a monarch butterfly.

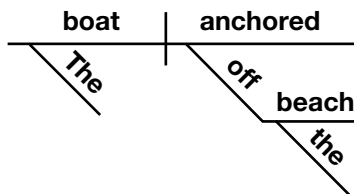
Lesson 61**Diagraming Prepositional Phrases**

Connect a prepositional phrase to the noun or verb that it modifies. Place the preposition on a slanted line and the object of the preposition on a horizontal line.

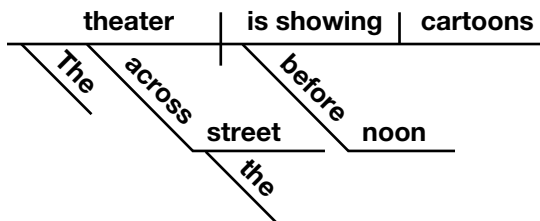
Manufacturers make modern automobiles for special needs.



The boat anchored off the beach.



The theater across the street is showing cartoons before noon.



► **Exercise 1** Diagram each sentence.

1. We are waiting for the announcement.
2. She achieved success through hard work.

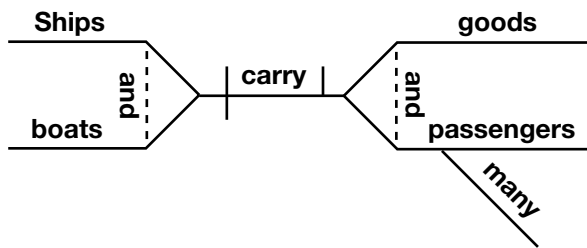
3. The salesclerk offered a refund for the merchandise.
4. Some friends of mine threw me a party for my birthday.
5. Bart reached the store on Shady Lane.
6. Many people opposed the legislation for cultural reasons.
7. The store at the mall is having a sale.
8. The charisma of Hollywood stars also influences modern fashion.
9. The need for affordable childcare grows steadily.
10. His slippers are in the den under the couch.
11. In spite of the bad weather, we will visit Grandma.
12. Power losses occurred after the storm.

Lesson 62

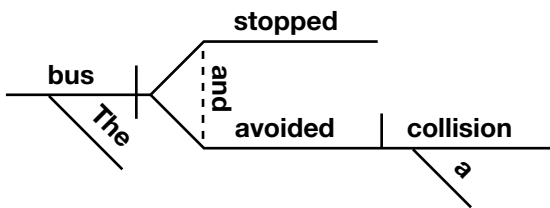
Diagramming Compound Sentence Parts

Coordinating conjunctions such as *and*, *but*, and *or* are used to join words, phrases, or sentences. Diagram these compound parts of a sentence by placing the second part of the compound below the first. Write the coordinating conjunction on a dotted line connecting the two parts.

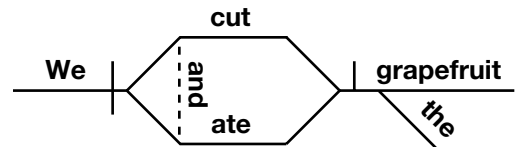
Ships and boats carry goods and many passengers.



The bus stopped and avoided a collision.



We cut and ate the grapefruit.



► Exercise 1 Diagram each sentence.

1. The research team experimented and tested.
2. New designs and models appeared.
3. The soccer team and the baseball team were winners.

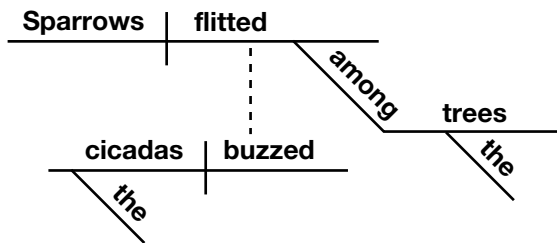
4. Pioneers and explorers made canoes and kayaks.
5. Pig skins or cow hides are cured and fashioned.
6. Asian farmers grow rice or bamboo.
7. The editor read and corrected the manuscript.
8. Orville and Wilbur Wright designed and built many airplanes.
9. The train transported grain and coal.
10. I feel very comfortable and quite happy.
11. African explorers made coastal voyages and river trips.
12. Wealth and splendor came to ancient Egypt.
13. The band or orchestra moved the props and scenery.
14. The lumber companies possessed and harvested great forests.
15. He saw a quail and a wild turkey.

Lesson 63

Diagramming Compound Sentences

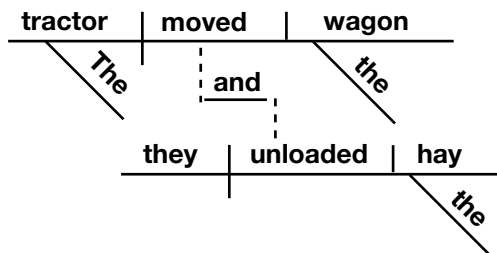
Diagram each clause of a compound sentence separately. Use a vertical dotted line to connect the verbs of each clause if the main clauses are joined by a semi-colon.

Sparrows flitted among the trees; the cicadas buzzed.



If the main clauses are joined by a conjunction, place the conjunction on a solid horizontal line. Then connect the conjunction to the verb of each clause by vertical dotted lines.

The tractor moved the wagon, and they unloaded the hay.



► Exercise 1 Diagram each sentence.

1. Carla investigated the problem, and she told me the result.
2. Rachel put the canvas on the sled, but she forgot the necessary rope.

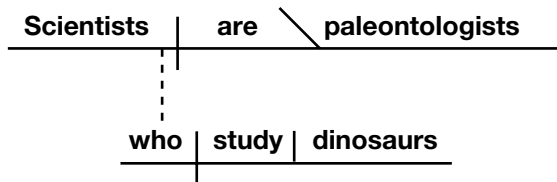
3. Jane was acquainted with Teri, but she did not know Tiffany.
4. I like the black dress, but it is still too long.
5. Juan obtained the tickets, and he kept them until the game.
6. Jenny will tell the story; Dudley will play the music.
7. The sheep grazed the field, but the grass was very short.
8. The trees give shade on the street, and their leaves renew the air.
9. This frame costs more, but it is the perfect gift.
10. Isabel planned it, but her friends did it.
11. Ann will referee the game, and Barry will keep score.
12. Gum is prohibited here, but it is permitted outside.

Lesson 64

Diagraming Complex Sentences with Adjective or Adverb Clauses

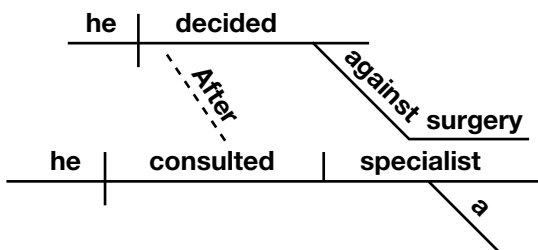
To diagram an adjective clause, draw a dotted line between the relative pronoun that introduces the clause and the noun or pronoun it modifies. Relative pronouns are *who*, *whom*, *whose*, *whoever*, *whomever*, *which*, or *that*. Diagram the relative pronoun according to its function in its own clause.

Scientists **who study dinosaurs** are paleontologists.



To diagram an adverb clause, draw a dotted line between the verb in the adverb clause and the verb, adjective, or adverb it modifies. Write the subordinating conjunction on the line connecting the verb and the word it modifies.

After he consulted a specialist, he decided against surgery.



► Exercise 1 Diagram each sentence.

1. The pen that writes best has blue ink.
2. It was Dr. Robert Koch who first identified the cause of tuberculosis.

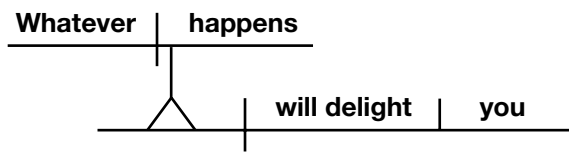
3. The teacher whom you have for English is excellent.
4. I will wait here until you return from the mall.
5. We ate a delicious dinner before the band played.
6. Amelia Earhart was the first American woman who flew solo across the Atlantic.
7. Willow trees grew where the water was sufficient.
8. Until trees with leaves appeared, giant ferns and conifers were common.
9. While a giraffe eats leaves, hyenas devour a wildebeest.
10. Because the tiger may become extinct, the government enforces strict protection laws.
11. After the cold weather arrived, the tomato plants wilted.
12. It is Chinese food that they prefer for dinner.

Lesson 65**Diagramming Noun Clauses**

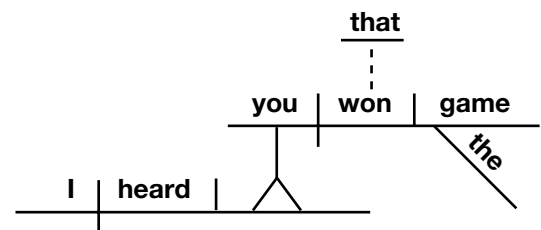
Noun clauses can be subjects, direct objects, objects of prepositions, or predicate nouns. Diagram a noun clause by placing it on a “stilt” above the main clause.

Diagram the word introducing a noun clause according to its function in the clause. Occasionally the word that introduces the noun clause, such as *that*, is not truly part of either the noun clause or the main clause. Write such a word on its own line above the clause and connect it with a dotted line.

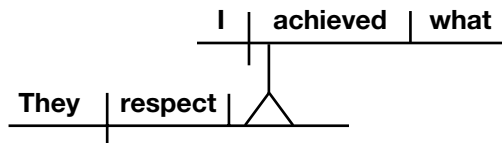
Whatever happens will delight you.



I heard that you won the game.



They respect what I achieved.



► **Exercise 1** Diagram each sentence.

1. Mr. Crosby explained what I am doing wrong.
2. Sheila knows who drew that picture.
3. Whoever takes a boat ride should wear a life jacket.
4. We understand how you lost the book.

5. The apple blossoms show that good weather has finally arrived.

10. Amy wishes that we would stay longer.

6. I know that Winona is right.

11. The travelers patiently observed what the weatherman wrote.

7. The skiers awaited whatever the cold dark clouds brought.

12. Francis feared that I might lose his CD.

8. Charles thought that he was quite clever.

13. What we could win seems unbelievable.

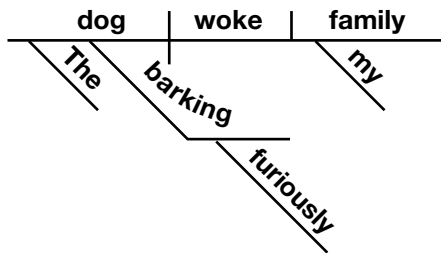
9. I do not understand whatever it is.

14. Her worry is that she will not finish the test.

Lesson 66**Diagramming Verbals**

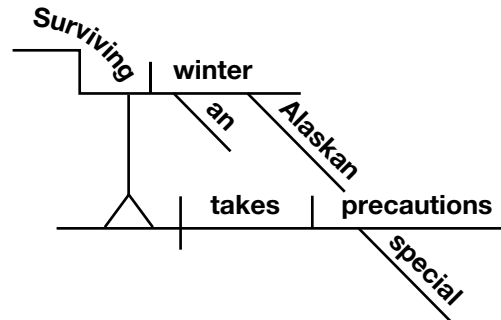
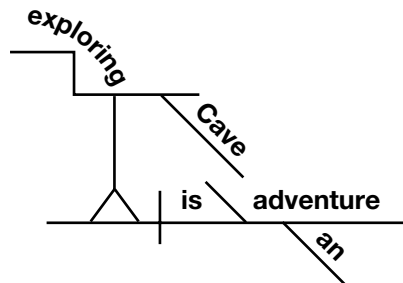
Place a participle or participial phrase beneath the word it modifies. Write the participle on a curve.

The dog, **barking furiously**, woke my family.



Place a gerund or gerund phrase on a “step” with the gerund written on a curve. Set the step on a “stilt” positioned according to the gerund’s role in the sentence. A gerund can be a subject, an object of a verb or preposition, or an appositive.

Cave exploring is an adventure. Surviving an Alaskan winter takes special precautions.



► **Exercise 1** Diagram each sentence.

1. Hunting can be a means of food production.
2. Traveling over rugged terrain, many early settlers envisioned a better future.

3. The growing plant became too large for the pot.

7. Cats enjoy sitting on laps.

4. Fishing provides hours of enjoyment for Frank.

8. The talented potter made a charming jar from clay.

5. Dwelling near a mountain, the family feared a flash flood.

9. Approaching the car, a skunk gave an unmistakable scent.

6. Charles was good at building.

10. Enduring nature's harshness together, the campers felt kinship with the animals.

Lesson 67**Diagramming Infinitives**

Place an infinitive or infinitive phrase that is used as a noun on a “stilt” positioned according to its role in the sentence. Then, diagram it as you would a prepositional phrase except that its slanted line should extend below the baseline.

The task of a student is **to study hard**.

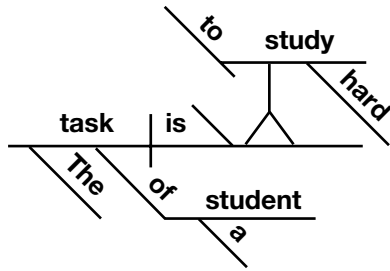
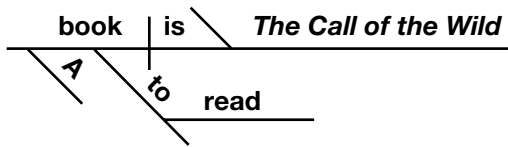


Diagram an infinitive or infinitive phrase that is used as either an adjective or an adverb as you would a prepositional phrase, below the word it modifies, with its slanted line extending below the baseline.

A book **to read** is *The Call of the Wild*.



► **Exercise 1** Diagram each sentence.

1. I need to wash my dog.
2. Would you like to include Cal?
3. Henry is ready to launch his project.
4. It is a job to lift those sacks.

5. When do you want to arrive?

10. Do you want to relate to us your version of the story?

6. To fill my class schedule is not easy.

11. My parakeets love to scold each other.

7. Carla and Juan are anxious to leave.

12. Look at the tag to find its price.

8. Nguyen is happy to hear from us.

13. It is your turn to wipe the dishes.

9. Camilla failed to receive the package.

14. I love to feel the spring breezes in the morning.



Unit 10 Review

► Exercise 1 Diagram each sentence.

1. Teri won the race.
2. Erica told Theresa the story.
3. My dog is an Irish wolfhound.
4. After the embarrassing defeat, Chris ran into the darkened locker room.
5. The horses paced in the paddock, and the mules brayed and stamped.
6. People who are tired cannot study well.
7. I heard the sound of the sea when I walked onto the balcony.
8. Amos remembers how the book ends.
9. Writing is a hobby for Howard.
10. Mario wants to learn about jazz.

Cumulative Review: Units 1–10

► **Exercise 1** Write above each pronoun *poss.* (possessive), *ind.* (indefinite), *inter.* (interrogative), or *dem.* (demonstrative).

dem. **poss.**
Should this be addressed to her home?

1. What happened to your coat?
2. His brother borrowed her calculator.
3. If anybody knows about this, inform the store manager.
4. Only Gilbert would do something like that.
5. Their efforts to skate on the ice amused everybody.
6. Please take these to her desk.
7. Our plans failed to anticipate everything.
8. To whom will Lloyd go for tutoring?
9. My van had a hole in its muffler, but yours didn't.
10. Melanie's story differs from mine.
11. That can wait until your assignment is finished.
12. Nobody plays soccer like Sarah.
13. What is her last name?
14. Those will have to do until these are ready.
15. Anyone without a ticket will be denied permission to do this.

► **Exercise 2** Label each simple subject *SS* and each simple predicate *SP*. Write the type of sentence in the blank: *simple*, *compound*, or *complex*.

 simple **SS** **SP**
Ira lives in Arizona near the Grand Canyon.

- _____ 1. Brad lost the school election to his friend Janet.
- _____ 2. Evelyn finished early because Shirley helped her.
- _____ 3. Patricia left yesterday, but she plans to return by Friday.
- _____ 4. Victor must decide when he will show the film.

- _____ 5. James plans to join Mr. Plant in Kentucky next month.
- _____ 6. If Virginia does not arrive soon, they will leave without her.
- _____ 7. The change in scenery concerned Rosa, but she kept her feelings to herself.
- _____ 8. Lucius moved toward the microphone as the audience applauded his accomplishment.
- _____ 9. With the assistance of his math teacher, Terence solved the problem.
- _____ 10. You can cross the Rio Grande at Brownsville, or you can cross it at Hidalgo.
- _____ 11. Gregory asked us how far we would be going.
- _____ 12. Many French immigrants journeyed to New Orleans; others sailed to Montreal.
- _____ 13. Early on Tuesday Gordon drove to the airport.
- _____ 14. Sheila believed that our goals were achieved.
- _____ 15. Just before sunset the climbers approached the summit of Mt. Rainier.

► **Exercise 3** Underline each participle, gerund, or infinitive phrase. In the blank, identify the kind of phrase: *part.* (participial phrase), *ger.* (gerund phrase), or *inf.* (infinitive phrase).

- part. _____ Humming softly, Jody put the baby to sleep.
- _____ 1. Amy hoped to see a well-known actress.
- _____ 2. As he walked through the woods, Dr. Bosch heard chirping overhead.
- _____ 3. Harold asked to receive a receipt for his order.
- _____ 4. Pausing for a few seconds, Yun continued with her recitation.
- _____ 5. Making beds occupies much of a housekeeper's time.
- _____ 6. Pinned helplessly against the ropes, the boxer tried to regain his balance.
- _____ 7. The money deposited in the bank was for Ina's future education.
- _____ 8. Eduardo mastered fencing at school with his coach.

Name _____ Class _____ Date _____

- _____ 9. Dawn plans to write her representative about the controversy.
- _____ 10. Seth stooped to lift the heavy television.
- _____ 11. Jogging to the fairgrounds takes only ten minutes.
- _____ 12. Briefly stopping for breakfast, Jerald reviewed his notes for the test.
- _____ 13. Practicing basketball dominates Laurie's spare time.
- _____ 14. Rachel's father hurried to catch an early bus.
- _____ 15. Raymond's nervous whistling made everyone uncomfortable.



Usage

Glossary



Unit 11: Usage Glossary

Lesson 68

Usage: *accept to a lot*

Words that are similar can easily be misused.

accept, except *Accept* means “to receive” or “to agree to.” *Except* means “other than.”

I **accept** your help on this project. Everyone **except** Dena likes to hike.

all ready, already *All ready* means “completely prepared.” *Already* means “before” or “by this time.”

They are **all ready** for lunch. The team had **already** warmed up.

all together, altogether *All together* means “in a group.” *Altogether* means “completely.”

All together we have a total of ten dollars.
We were **altogether** surprised by their actions.

a lot *A lot* is two words meaning “very much.” Never write *a lot* as one word. When possible, avoid using this term by replacing it with a specific number.

A lot of cookies were sold at the bake sale.
Fifty dozen cookies were sold at the bake sale. (more specific)

► **Exercise 1** Write *C* for correct or *I* for incorrect to indicate whether the word or words in italics are used correctly.

- _____ **I** Our class has *all ready* studied about South America.
- _____ 1. Dana was a member of every club *except* the Chess Club.
- _____ 2. Our teacher was glad to see us *all together* at the pep rally.
- _____ 3. I had *all ready* been there once before.
- _____ 4. Sheila gracefully *accepted* the second-place award.
- _____ 5. We were *altogether* amazed by the news.
- _____ 6. Everyone boarded the bus *accept* David.
- _____ 7. My solo was *already* for the concert.
- _____ 8. The apartment was *altogether* too small for the four of us.

- _____ 9. I like everything on my pizza *except* anchovies.
- _____ 10. *Altogether* the coins totaled one dollar.
- _____ 11. I was allergic to the flowers, so I could not *accept* them.
- _____ 12. Jonah looked happy to *except* the new bike.
- _____ 13. The fire was *already* out by the time the firefighters arrived.
- _____ 14. Our costumes were *all ready* for the play.
- _____ 15. I gathered my friends *all together* to tell them the news.

► **Exercise 2** Underline the word in parentheses that best completes each sentence.

I really can't eat anything (accept, except) soup.

1. We were (altogether, all together) unprepared for the test.
2. I was (already, all ready) for the dance.
3. Vanessa could not (accept, except) the expensive gift.
4. James bought (a lot, thirty) of the videos.
5. The last time we were (altogether, all together) was two years ago.
6. The baseball card I bought had (already, all ready) increased in value.
7. Everyone (accept, except) Roy went to the soccer game.
8. (A lot, Hundreds) of people watched the parade.
9. Our plans for the trip were (altogether, all together) ruined by the weather.
10. The piano was delivered and is (already, all ready) to be played.

► **Writing Link** Write four sentences about what you do in the morning before school. Include the words *accept*, *except*, *all ready*, *already*, and *altogether*.

Lesson 69**Usage: *beside* to *less***

beside, besides *Beside* means “next to.” *Besides* means “in addition to.”

The hammer was lying **beside** the toolbox.

Besides carrots, the baby likes peas.

between, among Use *between* for two people or things. Use *among* when talking about groups of three or more.

Echo Avenue is **between** Dancer and Foothill. It was flying **among** the stars.

bring, take *Bring* means “to carry from a distant place to a closer one.” *Take* means “to carry from a nearby place to a distant one.”

Bring dessert to the family dinner. **Take** this letter to the post office.

can, may *Can* indicates ability. *May* expresses permission or possibility.

We **can** finish this Monday. You **may** work on this inside. It **may** rain.

choose, chose *Choose* means “to select.” *Chose* is the past tense of *choose* and means “selected.”

Choose your friends wisely. Yana **chose** to participate in the debate.

fewer, less Use *fewer* with nouns that can be counted. Use *less* with nouns that cannot be counted.

There were **fewer** hot days this summer. Traffic is **less** congested tonight.

► **Exercise 1** Write *C* for correct or *I* for incorrect to indicate whether the word in italics is used correctly.

- C** Migration *can* be an interesting topic.
- _____ 1. You probably know that birds are *among* the many animals that migrate.
- _____ 2. Some fish migrate *between* fresh and salt water during their lives.
- _____ 3. Salmon *choose* to live at sea but migrate to fresh water for breeding.
- _____ 4. The European eel lives in fresh water but *brings* to the sea to breed, spawn, and hatch.
- _____ 5. Humpback whales spend summers in polar oceans and in winter *may* move to tropical waters.
- _____ 6. Some land mammals *may* also migrate.

- _____ 7. The caribou of Alaska move *among* the tundra and the boreal forest.
- _____ 8. Food is available in the tundra during summer, but when the winter *brings* deep snow, the caribou move south.
- _____ 9. Some insects also move long distances in search of *less* snow.
- _____ 10. In the fall, the North American monarch butterfly *chooses* groves in California, Florida, or Mexico.
- _____ 11. A migrating animal *may* expend much energy if the weather is bad.
- _____ 12. Migrating birds cannot *bring* their young to the new habitat when they go unless the young birds are strong fliers.
- _____ 13. *Among* some species the sun, the moon, and the stars are used for navigation.
- _____ 14. Others rely on landscape features, such as rivers or mountain ranges, to *take* them to their distant destinations.
- _____ 15. *Beside* these travel aids, some animals are guided by changes in temperature, moisture, and wind direction.

► **Exercise 2** Underline the word in parentheses that best completes each sentence.

There are other interesting behaviors of animals (*beside*, *besides*) migration.

1. (Among, Between) some of these special behaviors is hibernation.
2. You (can, may) study hibernation for your project if you like.
3. Animals do not (choose, chose) to reach this inactive, sleeplike state on their own.
4. (Beside, Besides) the animal's body temperature being lower than normal, its heartbeat and breathing slow down.
5. Because an animal in this state needs (fewer, less) energy to stay alive, it can live off fat stored in its body.
6. A hibernating animal (can, may) more easily survive a harsh winter when food is scarce.
7. (Among, Between) warm-blooded hibernators are such birds as nighthawks and swifts.
8. (Beside, Besides) these birds, we find such mammals as bats, chipmunks, hedgehogs, and marmots (among, between) those creatures that hibernate.

Lesson 70**Usage: *formally to teach***

formally, formerly *Formally* is the adverb form of formal and means “according to certain form.” *Formerly* means “in times past.”

They **formally** signed a contract.

Formerly, the school had been named after the town.

in, into *In* means “inside.” *Into* indicates movement from outside to a point within.

The play will be held **in** the old auditorium. Pour the milk **into** the bowl.

its, it's *Its* is the possessive form of the personal pronoun *it*. *It's* is the contraction of *it is*.

Its fur is standing straight up! **It's** a fantastic place to visit.

lay, lie *Lay* means “to put” or “to place.” *Lie* means “to recline” or “to be positioned.”

Lay your brush down and come here. Myra needed to **lie** down.

learn, teach *Learn* means “to receive knowledge.” *Teach* means “to give knowledge.”

Students **learn** to drive in driver education classes.

Who will **teach** the class?

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

Not everyone wanted to go (in, into) the quilt shop.

1. (It's, Its) not unusual to see zebras at the zoo.
2. I asked the school nurse if I could (lay, lie) down for a few minutes.
3. The clerk put the groceries (in, into) the bag.
4. The puppet shook (it's, its) head as if to say “no.”
5. Mrs. Sanders, the teacher of the year, loves to (learn, teach) children.
6. My mother was (formally, formerly) a teacher, but now she works at home.
7. (It's, Its) chocolate candy that I prefer.
8. I poured the solution (in, into) the beaker.

9. Some children (learn, teach) by example.
10. The man argued that the animal should be in (it's, its) natural habitat.
11. (Lay, Lie) the baked goods on the table in the corner.
12. The class is (in, into) room three, across from the biology lab.
13. (It's, Its) unlikely that Peter will decide to go.
14. Barb was happy to (learn, teach) the children to tie their shoes.
15. (In, Into) the living room is a picture of the entire family.
16. The dog's favorite thing to do was to (lay, lie) on the floor and have its stomach scratched.
17. Tomorrow we will (learn, teach) who won the contest.
18. As I walked (in, into) the room, I saw many of my friends.
19. We will wait patiently until (it's, its) time for the dance.
20. My aunt asked me to (lay, lie) white sheets over the furniture in the empty house.
21. The doctor came (in, into) the office.
22. (It's, Its) time for our exercise class.
23. We will (learn, teach) how to jump hurdles in gym class.
24. The room down the hall was (formally, formerly) mine.
25. We were there to (learn, teach) how to use the library.
26. The dog wagged (it's, its) tail when we returned from vacation.
27. Doug tried to (lay, lie) on the hammock, but he fell off.
28. We were (in, into) our places for the choir show.
29. The bird flapped (it's, its) wings and flew away.
30. Joey couldn't wait to (learn, teach) how to drive.
31. The car moved quickly (in, into) the intersection.
32. The path to our camp (lays, lies) ahead of us.
33. Dad told me not to (lay, lie) in the sun without sunscreen.
34. Will Meagan (learn, teach) her sister to swim?
35. My brother and his date were dressed (formally, formerly) for the prom.

Lesson 71**Usage: *leave to sit***

leave, let *Leave* means “to go away.” *Let* means “to allow.”

Please don't **leave** yet. Karen **lets** her brother read her stories.

loose, lose *Loose* means “not tightly attached.” *Lose* means “to misplace” or “to fail to win.”

The bike chain seems **loose**. Did that tire **lose** air again?

many, much Use *many* with nouns that can be counted. Use *much* with nouns that cannot be counted.

Many of the players are ill. **Much** of our time was spent planning.

precede, proceed *Precede* means “to go or come before.” *Proceed* means “to continue.”

Refreshments will **precede** the recital. Please **proceed** with the agenda.

quiet, quite *Quiet* means “calm” or “motionless.” *Quite* means “completely” or “entirely.”

All was **quiet** after the storm. Alex was not **quite** finished with his chores.

raise, rise *Raise* means “to cause to move upward.” *Rise* means “to move upward.”

Please **raise** the window shade. The balloons gracefully **rise** into the air.

set, sit *Set* means “to place” or “to put.” *Sit* means “to place oneself in a seated position.”

We will **set** out the tulip bulbs. We can **sit** in the front row.

► **Exercise 1** Underline the word in parentheses that best completes each sentence.

My parents never (let, leave) the dog come into the house.

1. When it was time to (leave, let), we said good-bye.
2. (Many, Much) of Terri's friends visited her in the hospital.
3. If the rope is too (loose, lose), the swing will fall.
4. We were told to (precede, proceed) as if nothing had happened.
5. I (leave, let) my brother borrow my skateboard.

6. The library was very (quiet, quite).
7. Jeff found a place for us to (set, sit) on the grass.
8. Sarah was careful not to (loose, lose) the locket her aunt had given her.
9. (Much, Many) of the human body is made up of water.
10. On Saturday my mother will (leave, let) on a business trip.
11. I (set, sit) the suitcases in the guest room.
12. When I opened the gate, the dog got (loose, lose).
13. The teacher will (leave, let) us use our books during the test.
14. The soldiers will (raise, rise) the flag at noon.
15. Where did you (set, sit) my keys?
16. The flowers were (quiet, quite) beautiful in the spring.
17. My cousin and I (raise, rise) at six o'clock in the morning.
18. The band show will (precede, proceed) the vocal groups.
19. Katrina was (quiet, quite) sure that her answer was correct.
20. Trees that (loose, lose) their leaves in the fall are called deciduous.
21. We had seen that movie (many, much) times before.
22. Be sure to (leave, let) the door unlocked when you go.
23. Uncle Tom always (sets, sits) in the recliner.
24. The choir will (raise, rise) together at the end of the show.
25. Because we lacked some chemicals, we could not (precede, proceed) with the experiment.
26. The old house was (quiet, quite) except for the ticking of a clock.
27. (Much, Many) of Janet's toys were lost during the move.
28. Sheryl will (leave, let) for Europe at the end of the year.
29. There wasn't (many, much) gas left in the car.
30. It was impossible to (let, leave) everyone off work early.
31. Our dance troupe (preceded, proceeded) a float in this year's parade.
32. Isaac was quiet (many, much) of the time.

Lesson 72**Usage: *than to you're***

than, then *Than* introduces the second part of a comparison. *Then* means “at that time.”

Stew is usually thicker **than** soup.

We skated first and **then** roasted marshmallows.

their, they're *Their* is the possessive form of the personal pronoun *they*. *They're* is the contraction of *they are*.

We attended **their** wedding.

They're snorkeling near a coral reef.

theirs, there's *Theirs* means “that or those belonging to them.” *There's* is the contraction of *there is*.

Those batons are **theirs**.

There's time to play another game.

to, too, two *To* means “in the direction of.” *Too* means “also” or “excessively.” *Two* is the number after one.

Take Blitz **to** the veterinarian. That was **too** exciting! Rafi wants **two** CDs.

where at Do not use *at* after *where*.

Where are my music books? (not *Where* are my music books *at*?)

who's, whose *Who's* is the contraction of *who is*. *Whose* is the possessive form of the pronoun *who*.

Who's going on the class trip?

Whose assignments are the longest?

your, you're *Your* is the possessive form of the personal pronoun *you*. *You're* is the contraction of *you are*.

This looks like **your** writing.

You're just the person I wanted to see.

► **Exercise 1** Write *C* for correct or *I* for incorrect to indicate whether the word in *italics* is used correctly.

 I Famous composers have enhanced our lives with *they're* music.

_____ 1. Born in 1756, Wolfgang Amadeus Mozart was a musician *whose* compositions live on today.

_____ 2. Mozart, *who's* career was filled with ups and downs, began as a child prodigy.

_____ 3. Mozart was composing minuets by age five and *then* symphonies by age nine.

- _____ 4. *Theirs* was a musical family as Mozart's father was also a composer.
- _____ 5. Maria Anna, Mozart's older sister, was a child prodigy, *two*.
- _____ 6. The Mozarts showed *they're* talents on tours in several countries.
- _____ 7. Wolfgang became accomplished on the piano and the violin, *too*.
- _____ 8. Wolfgang, *whose* friends included Bach, published his first works in 1764.
- _____ 9. *Than*, in 1768, he composed the first of many operas he would write.
- _____ 10. After extensive touring, he returned *too* his native Austria.
- _____ 11. He *then* became a court organist and wrote many religious works.
- _____ 12. *They're* among his most beautiful compositions.
- _____ 13. *Theirs* one great work that is called the "Coronation" mass.
- _____ 14. He *then* wrote music for the Court Opera in Vienna.
- _____ 15. Mozart met Joseph Haydn in 1781 and dedicated some of his works to *they're* friendship.

► **Exercise 2** Underline the word in parentheses that best completes each sentence.

Musicians like Mozart often find (their, they're) gifted in almost every kind of musical composition.

1. Wolfgang Amadeus Mozart is known for writing twenty-two operas, (to, too).
2. If (your, you're) an opera fan, you may already have known this fact.
3. Music can sometimes express emotions better (then, than) the spoken word.
4. Singers, accompanied by an orchestra, use (their, they're) talent to bring a dramatic situation to life.
5. (Theirs, There's) usually an emotional story behind every successful opera.
6. Opera companies attempt to balance (their, they're) season with both comic and tragic operas.
7. (Then, Than), there are musical comedies and operettas that are performed in an opera house.
8. Most musical comedies and operettas have more spoken dialogue (then, than) do operas.



Unit 11 Review

► **Exercise 1** Write in the blank the word or words from the Usage Glossary that are described in parentheses.

- _____ **Between** _____ the two houses was a large pear tree. (used for two people or things)
1. We will _____ with the tour when the others arrive. (to continue)
 2. I like reading better _____ watching television. (used in comparisons)
 3. There are _____ mosquitoes this year than last year. (used with nouns you can count)
 4. Please do not _____ your wet jacket on the couch. (to place)
 5. We were _____ for the group picture. (in a group)
 6. Tony will _____ the responsibility for cleaning up after the party. (to receive)
 7. I'm not sure that my parents will _____ me go. (to allow)
 8. The hammock hung _____ two trees. (used for two people or things)
 9. Is that _____ notebook? (possessive form of *you*)
 10. Peter _____ his hand often. (to cause to move upward)
 11. After dinner we watched television _____ the family room. (inside)
 12. Debra announced that she was able to _____ sign language. (to gain knowledge)
 13. My culture is _____ different from yours. (completely)
 14. The little girl _____ down her juice and hugged her doll. (to place or to put)
 15. _____ something bothering him. (contraction for *there is*)
 16. It seems this elevator _____ very, very slowly. (to move upward)
 17. Deidre is the girl _____ kitten is missing. (possessive form of *who*)
 18. _____ I be excused from the table? (expresses permission)
 19. _____ some leftovers home with you. (to carry from nearby to further away)
 20. Derek will _____ the music for his birthday party. (to select)

Cumulative Review: Units 1–11

► **Exercise 1** Draw one line under the subject. Draw two lines under the verb in parentheses that agrees with the subject in number.

Both German shepherds and golden retrievers (make, makes) excellent guide dogs.

1. The captain and leader of our team (is, are) Jamison.
2. Water (evaporate, evaporates) more quickly when exposed to hot, dry conditions.
3. Pam and Zina (chase, chases) down any new leads for the school newspaper.
4. Everyone here (join, joins) a fitness club.
5. Many (expand, expands) their knowledge through reading.
6. This machine (transmit, transmits) the written word over the telephone line.
7. Mr. Thompsen's shop students (construct, constructs) a storage shed every year.
8. Workers in each factory (assemble, assembles) a variety of electronic products.
9. On the pond (float, floats) many beautiful lily pads.
10. (Do, Does) many states irrigate land to increase productivity?
11. Language arts (is, are) my favorite class this year.
12. Nobody (remodel, remodels) a house overnight!
13. This type of pricing (eliminate, eliminates) any questions by the consumer.
14. Ten years (is, are) a long time to go without seeing your brother.
15. Out in the gulf, the crew (drill, drills) for oil.
16. Every fall the owners of the orchard (harvest, harvests) a delicious crop of apples.
17. When migrating, many wildebeests (cover, covers) the African countryside.
18. The eight cents (was, were) burning a hole in the little boy's pocket.
19. The team of five experts (engineer, engineers) each new project for the company.
20. The principal or the teachers (phone, phones) each new family.

► **Exercise 2** Underline each prepositional phrase. Draw an arrow from the phrase to the word it modifies.

The whirlwind raised a cloud of dust.

1. Maurey parked his car on the narrow street.
2. Angelique recounted the story about Carlene's frightening experience.
3. The hickory grove near the pond was a favorite quiet place.
4. Their costumes were authentic beyond belief.
5. Each person contributed without fanfare.
6. Raji could not burn refuse inside the city limits.
7. The money was divided evenly among the four girls.
8. Antonio dozed off three times during the speech.
9. Walking toward the crowd, Kevin wondered what was happening.
10. He found his keys under the cushion.
11. Without hesitation, the charity accepted the donation.
12. The road crew worked throughout the night.
13. Raoul hoisted his small daughter onto his back.
14. The below-zero temperatures arrived before our camping trip.
15. The door to the attic was locked.
16. The woman searched frantically for the precious missing earring.
17. The birthday present for the surprise party was hidden.
18. Marjorie lived near the furniture factory.
19. Rowing against the current proved difficult.
20. Fossils have been unearthed in unlikely places.

► Exercise 3 Underline the word in parentheses that best completes each sentence.

No one (accepted, excepted) responsibility for the secret act of kindness.

1. (A lot of, Many) athletes say lack of sleep hinders their performance.
2. Will you (bring, take) the clothes in from the clothesline?
3. John made the touchdown with (fewer, less) than two time-outs left in the game.
4. The puppy put (its, it's) paw into the water to play with his reflection.
5. Please (precede, proceed) with your flight preparations.
6. (Who's, Whose) taking Shelly to band practice?
7. When Marci arrived, the swimming lessons had (already, all ready) begun.
8. The mayor was (among, between) the guests at the wedding.
9. If at all possible, you should (lay, lie) down for a few minutes.
10. The latch on this suitcase seems (loose, lose).
11. (Theirs, There's) no point in arguing if you have already made a decision.
12. I like chocolate ice cream better (than, then) vanilla.
13. Shannon had no choice (accept, except) to go on with her plans to try out for the Olympics.
14. Cathy will (bring, take) the photos over to our house.
15. Jamie (can, may) make dinner if I bring home the groceries.
16. All of Lynne's clothes were (in, into) one suitcase.
17. (Many, Much) of the parents attended the parent-teacher conferences.
18. (Their, They're) main goal was to win the race.
19. There were (to, too) many people and not enough seats.
20. We'll go to the movie first and (than, then) to the museum.



Mechanics



Unit 12: Capitalization

Lesson 73

Capitalization of Sentences, Quotations, and Salutations

Capitalize the first word of every sentence and the first word of a direct quotation that is a complete sentence.

The poet who won the prize teaches at a nearby college.
Alicia said, “My cat likes to sleep on my desk while I’m studying.”

When a quoted sentence is interrupted by explanatory words such as *she said*, do not begin the second part of the quotation with a capital letter.

“I like apples,” he said, “but a good orange can’t be beat!”

When the second part of a quotation is a new sentence, put a period after the interrupting expression and begin the second part with a capital letter.

“I think you’re right,” Warren said. “That man is a local newscaster.”

Do not capitalize an indirect quotation. An **indirect quotation** does not repeat a person’s exact words and does not appear in quotations. It is often preceded by the word *that*.

The disc jockey on the radio said **that** this is the number-one song.

Capitalize the first word in the salutation and closing of a letter, the title and name of the person addressed, and a title used in place of a name.

Dear Ms. Garcia: **Dear Sir:** **To whom it may concern:** **Sincerely yours,**

► **Exercise 1** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase. Write C in the blank if the sentence is correct.

_____ “would you like to go to a presentation about ~~B~~ats?” my brother asked.

- _____ 1. “the speaker is a famous expert on bats,” Jon explained.
- _____ 2. “don’t you think bats are a little unpleasant?” I asked Jon.
- _____ 3. “Not at all,” Jon replied. “They’re one of the most helpful animal species around.”

- _____ 4. “They’re not too helpful,” my friend quipped, “When they swoop down at me.”
- _____ 5. “Ha-ha-ha,” laughed Jon. “You two need a lesson about bats.”
- _____ 6. He said that If we knew more about bats, we’d understand that they’re not horrible little creatures.
- _____ 7. Jon claims They help people in all sorts of ways.
- _____ 8. “Let’s go,” he said smiling. “I’m taking you both to the lecture.”
- _____ 9. The auditorium was almost full, So we had to sit near the back.
- _____ 10. “I prefer to sit here,” Jill whispered. “this way we’re farther from the bats.”
- _____ 11. She pointed to a row of small cages on a table on the stage.
- _____ 12. “guess what we’d probably find in those!” she said with a smile.
- _____ 13. Jon shook his head and told us We were being silly.
- _____ 14. “My brother, the bat man!” I whispered to Jill.
- _____ 15. “shh,” said Jon as a man walked on stage.
- _____ 16. “Welcome, bat lovers,” said the man, “And all others, too!”
- _____ 17. Jon whispered to me, “you and Jill are the others, right?”
- _____ 18. “Tonight,” he continued, “I hope I can tell you some things that might help you change your mind about *chiroptera*, the Latin name for the bat.”
- _____ 19. “Let’s ask ourselves,” the speaker said, “What we know about bats.”
- _____ 20. “They’re blind,” Shouted out one member of the audience. “that’s why we say ‘blind as a bat.’”
- _____ 21. The man on the stage smiled and asked, “how many of you have heard this saying and thought that bats must be blind?”
- _____ 22. almost everyone in the audience raised a hand.
- _____ 23. “Well,” said the professor, “That’s one mistake.”
- _____ 24. “Bats can’t see as well as you or I,” he told us, “but they’re certainly not blind. what else do you think you know about bats?”
- _____ 25. “Now,” he concluded, “If you have time, you may want to see what I have in these cages.”

Lesson 74**Capitalization of Names and Titles of Persons**

A **proper noun** names a particular person, place, or thing and is capitalized. Capitalize the names of people and the initials that stand for their names.

Indira Gandhi F. Scott Fitzgerald Barbara Walters

Capitalize a title or an abbreviation of a title when it comes before a person's name or when it is a substitute for a person's name. Do not capitalize a title in other situations.

I listened to **Governor McCormick**. "I'm awaiting your orders, **Captain**."
Thomas Worthington was the first **governor** of Ohio.

Capitalize the names and abbreviations of academic degrees that follow a person's name. Capitalize *Jr.* and *Sr.*

Elaine Hideyoshi, Ph.D. George Johnson, M.D. Randolph Sears Jr.

Capitalize words that show family relationships when used as titles or as substitutes for a person's name. Do not capitalize words that show family relationships when they follow an article or a possessive noun or pronoun.

We sent a letter to **Uncle Phil**. **Grandma and Grandpa** were married in 1946.
Martha's aunt is a dentist. My **father** served in the air force.

Always capitalize the pronoun *I*.

Tricia said, "**I** bought my first home!"

► **Exercise 1** Underline the choice in parentheses that best completes each sentence.

We visited my (Grandmother, grandmother) in the hospital.

1. We watched as (General, general) Powell told the nation about the war.
2. The sign on the door read Alvaro de Leon, (M.D., m.d.)
3. Let's ask (Aunt, aunt) Mary to tell us the story again.
4. The woman driving the tank was (Captain, captain) Jenny Monroe.
5. My sister has decided to go to medical school to become a (Doctor, doctor).
6. I'm reading a biography of (Franklin D. Roosevelt, Franklin d. Roosevelt).
7. Please welcome Dr. Leonard Adams, (Ph.D., Ph.d.)
8. He is really no relation, but he seems like an (Uncle, uncle) to us.

9. The man in the video about airplanes is (Professor, professor) Ludwig Hinze, an expert on aviation.
10. I'd like to introduce my (Cousin, cousin), Jason Palmer, from Detroit.
11. I suggest writing to (Senator, senator) O'Leary about this issue.
12. "What do you think, (Grandpa, grandpa), about the 49ers?" asked Rob.
13. The city vehicle had the (Mayor's, mayor's) name on the door.
14. My (Brother, brother) is a guard on the high school basketball team.
15. We visited the home of Dr. Martin Luther King (Jr., jr.)

► **Exercise 2** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase. Write C in the blank if the sentence is correct.

- _____ W.S. donaldson is Mayor of a small town in Illinois.
 _____ 1. The candidate from Topeka lost his race for Governor.
 _____ 2. The president of the company is Sandra Morris.
 _____ 3. Mom said cousin Jane will be staying with us over the holidays.
 _____ 4. Sean will have to ask his Mom before he can go to the movie with us.
 _____ 5. James k. Polk was president during the Mexican War in the 1840s.
 _____ 6. Francie Moyer, M.s.w., is the new school guidance Counselor.
 _____ 7. I love this old picture of my great-grandmother standing by her car.
 _____ 8. The child cried, "I want to go home, Grandpa, and see uncle Bob."
 _____ 9. "Will all students be required to attend the assembly?" Derek asked principal Brower.
 _____ 10. The new Minister at our church is Ronald Roberts, D.D.
 _____ 11. I could suggest to coach Randolph that i try that play.
 _____ 12. David's mother had to go to Austin to talk to one of the Senators.
 _____ 13. We have to see dr. Wentworth because my Brother, j.c., is sick.
 _____ 14. Emily's Uncle is now known as Matthew Brock, M.D.
 _____ 15. James Mueller Jr. is the Captain of our debate team.

Lesson 75**Capitalization of Names of Places**

Capitalize the names of cities, counties, states, countries, and continents.

Minneapolis Monroe County Alabama France Africa

Capitalize the names of bodies of water and geographical features.

Lake Huron Bay of Bengal Sierra Madre Mountains English Channel

Capitalize the names of sections of the country.

the Northeast the Deep South the Great Plains New England

Do not capitalize compass points that indicate direction. Do not capitalize adjectives formed from words indicating direction.

east of Toledo northerly wind southern Illinois eastern Oregon

Capitalize the names of streets and highways, buildings, bridges, and monuments.

Lakeshore Drive Washington Monument Silver Bridge Wrigley Building

► **Exercise 1** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase.

Driving up fifth avenue, we suddenly saw the Silvery Top of the chrysler building.

- Two hundred years ago, all of the country's largest cities were located in the northeast and along the Atlantic ocean.
- These cities, including boston, New york, Philadelphia, and baltimore, are still large and important places.
- Our nation's Capital is part of this string of Eastern cities.
- However, as Americans moved West, they built other large cities.
- Once settlers crossed the appalachian mountains, cities began to grow.
- Towns such as Buffalo, Pittsburgh, Cincinnati, and cleveland were founded on important Bodies of Water.
- The Great lakes, the Ohio river, and the Mississippi river were natural places for cities.

8. New states like illinois, missouri, and minnesota had joined the union, and their cities soon became new Centers of power.
9. For example, St. Louis, near the junction of the missouri river and the mississippi river, quickly became a vital center of transportation.
10. One of the most important American ports was new orleans.
11. However, even these great cities of the Central United States were surpassed by others in the 1900s.
12. Large numbers of people moved West and South seeking a good climate and a better life.
13. Because of this explosive growth, the area known as the sun belt is now the fastest-growing part of the United States.
14. Cities such as los Angeles, San francisco, and Phoenix have grown into important business and cultural centers.
15. As such cities as Phoenix rise in population, others, such as detroit, fall.

► **Exercise 2** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase. Write C in the blank if the sentence is correct.

- _____ My mother works in the Eastern part of our city near euclid. ≡
- _____ 1. She travels between the Atlantic ocean and the Pacific ocean.
- _____ 2. Her company's main office is in Yonkers, North of New York city.
- _____ 3. She spends much of her time visiting companies in the Midwest.
- _____ 4. That's convenient because we live in Cleveland, ohio, near the Shores of lake erie.
- _____ 5. Mom can get to the airport by driving west on Lake Shore Drive.
- _____ 6. Once she brought me a model of the Sears tower in Chicago.
- _____ 7. Another time she brought me a pennant from the silverdome in pontiac, michigan, the home of the detroit Lions.
- _____ 8. She has also been to Pittsburgh, in Western Pennsylvania.

Lesson 76**Capitalization of Other Proper Nouns and Adjectives**

Capitalize the names of clubs, organizations, institutions, and political parties.

National Education Association Republican party Knox College

Capitalize brand names but not the nouns following them.

Achilles athletic shoes Super cola Beanie jeans

Capitalize the names of historical events, periods of time, and documents.

World War II the Enlightenment the Declaration of Independence

Capitalize the names of the days of the week, months of the year, and holidays.
Do not capitalize the names of the seasons.

Thursday August Labor Day summer

Capitalize the first word, the last word, and all important words in the title of a book, play, short story, poem, essay, article, film, television series, song, magazine, newspaper, and chapter of a book.

Newsweek The Scarlet Letter "Ode to a Nightingale" Schindler's List

Capitalize the names of ethnic groups, nationalities, and languages.

Thai Haitian Welsh Jordanian Pakistani Spanish

Capitalize proper adjectives that are formed from proper nouns.

Italian restaurant Korean flag German shepherd

► **Exercise 1** Rewrite each phrase using correct capitalization.

Scottish Folk Music **Scottish folk music**

1. japanese restaurant _____
2. *The Turn Of The Screw* _____
3. sunday evening _____
4. Parent-teacher association _____
5. the middle ages _____
6. Flashton Video Game System _____
7. *Detroit Free press* _____

Name _____ Class _____ Date _____

8. native american groups _____
9. the end of august _____
10. *Popular mechanics* _____
11. jamaican music _____
12. mayflower compact _____
13. french-canadian culture _____
14. *Around The World In 80 Days* _____
15. Independence day _____
16. swift athletic gear _____
17. *Death Of A Salesman* _____
18. late Spring snowfall _____
19. American medical association _____
20. The American civil war _____

► **Exercise 2** Draw three lines under each letter that should be capitalized. Draw a slash (/) through each letter that should be lowercase.

The film about The renaissance was held at jefferson college.

1. During the reformation, protestants broke away from the catholic church.
2. T.J. was reading a book called *How to attract bats to your backyard*.
3. We are flying on United airlines flight 289 to los Angeles.
4. In Ohio the Summer Season runs from june through september.
5. At the ethiopian restaurant, we had the most delicious pumpkin dish.
6. Sarah's mom supports the republican Party, but her dad supports the democrats.
7. The exhibit of laotian embroidery was a real eye-opener!
8. Have you ever read the poem "Stopping By Woods On A Snowy Evening"?
9. Our cousins will be staying with us the week before new year's day.
10. The Diplomats were primarily Kenyan and tanzanian.
11. The seminar is sponsored by a united nations organization.
12. Our toughest opponent this season will be hastings middle school.

Cumulative Review: Units 1–12

► **Exercise 1** Underline each adjective, adverb, or noun clause. In the blank, identify the kind of clause by writing *adj.*, *adv.*, or *N.* Circle the word or words that the adjective or adverb clause modifies.

- adj. The package that Joanne received came by UPS yesterday.
- _____ 1. When the time came, the astronauts climbed into the shuttle.
- _____ 2. The field where they played ball was three miles away.
- _____ 3. Whoever arrives home first will put the soup on to heat.
- _____ 4. Everyone knew why she chose engineering as a career.
- _____ 5. Whenever the bike trail is completed, we will certainly use it.
- _____ 6. The elephants that live in Kenya are protected.
- _____ 7. When the sun rises, beautiful colors appear above the horizon.
- _____ 8. The couple looked at whichever houses were in their price range.
- _____ 9. Where we go on vacation will be determined by a family vote.
- _____ 10. The ballplayers went to the swimming pool after they finished their hot summer practice.
- _____ 11. Though the concert was long, it was enjoyed by all.
- _____ 12. Aimee purchased a type of racquet that is used by the pros.
- _____ 13. How Stonehenge was constructed remains a mystery.
- _____ 14. Vocalists who are serious about their singing careers protect their voices.
- _____ 15. Where the tournament will be held is yet to be determined.
- _____ 16. People who drive a great deal are concerned about rising gasoline prices.
- _____ 17. Sitting around a campfire is what we find very relaxing.
- _____ 18. The gift that Jack bought was a surprise for his dad.
- _____ 19. They slept through the night although there had been a storm.
- _____ 20. The clerk will wait on whoever comes into the store.

► **Exercise 2** Identify each word in *italics*. Above the word write *S* (subject), *V* (verb), *DO* (direct object), *IO* (indirect object), *conj.* (conjunction), or *int.* (interjection).

conj. **S** **V** **DO**
Although Jacob ate everything on his plate, he still devoured a big dessert.

1. The *president* of the school board *handed* the *graduates* their *diplomas*.
2. *Alas!* The *runner* finally *brought* the *king* the long-awaited *message*.
3. The *menu* *will include* pie, cake, or cookies, *but* not all three.
4. *Neither* the art *teacher* *nor* the museum *director* *claimed* to be experts on the Ming dynasty.
5. The *Boston Pops Orchestra* *gave* the *audience* a delightful *and* entertaining *performance*.
6. I will eat *either spaghetti or meatloaf* for dinner.
7. *Katie* *gave* the *hospital* all her extra *time*.
8. The *partners* *were* happy with the deal *after* they discussed it.
9. *Hey, both television and basketball* interfered with his school work.
10. *Janice* *saved* her *friends* some *tomatoes and peppers* from her garden.
11. *Half* of the class *visited* the *Capitol* *while* the other half was busy at the White House.
12. *Birds of prey include* eagles, falcons, *and* hawks, *whereas* finches, sparrows, *and* pigeons feed mainly on seeds.
13. *Whew! We celebrated* after the game *because* it was our first victory.
14. *Not only* are *they* staying at the beach next summer, *but* they are *also* traveling to Australia in January.
15. The camp *leaders* *taught* the *campers* many survival *skills*, *for* these skills were necessary.
16. The *divers* *refused* to give up the search *because* they knew they would soon find the *sunken treasure*.

► **Exercise 3** Draw three lines under each letter that should be capitalized. Make a slash (/) through each letter that should be lowercase. Write C in the blank if the sentence is correct.

_____ Our Aunt and Uncle plan to visit southern florida.

_____ 1. The arctic includes the Northern parts of Europe, Asia, and north America.

_____ 2. The *Los Angeles Times* was full of reports of earthquake tremors along our country's western coast.

_____ 3. The world's smallest Continent, Australia, lies between the Indian ocean and the South Pacific ocean.

_____ 4. We were hungry for both Mexican and Italian Food.

_____ 5. Jessie's grandma came with aunt Katie on Labor Day Weekend.

_____ 6. Sign the letter "Sincerely Yours," and mail it to 135 Coconut avenue, Honolulu, Hawaii.

_____ 7. The Lieutenant spoke to Captain Davis about his wish to visit the U.S. Air Force academy in Colorado springs, Colorado.

_____ 8. "We can choose our friends," said professor Evans, "But we cannot choose our relatives."

_____ 9. The newest breakfast treat at the wilson's house was Pop Crunch Cereal.

_____ 10. My Uncle enjoys listening to senator Edwards because this Senator is both intelligent and interesting.

_____ 11. On friday, december 1, we will attend a Winter science fair sponsored by the environmental protection agency.

_____ 12. "I hope cousin Leroy can come," I said. "he always takes us on a Ferry Boat to Staten island."

Unit 13: Punctuation

Lesson 77

Using the Period and Other End Marks

Different end marks are used with the different types of sentences.

Use a **period** at the end of a declarative sentence. A declarative sentence makes a statement. Also use a period at the end of an imperative sentence. An imperative sentence gives a command or makes a request.

Oak trees can grow very tall. (statement)

Start the motor. (command)

Please identify this tree. (request)

Use a **question mark** at the end of an interrogative sentence. An interrogative sentence asks a question.

Can you show me a black oak?

Is that a chinkapin oak?

Use an **exclamation point** at the end of an exclamatory sentence. An exclamatory sentence expresses strong feeling. Also use an exclamation point at the end of an interjection. An interjection is a word or group of words that expresses strong emotion.

What a tall tree! It would take five people to reach around it!

Wow!

Hey!

Oh, my gosh!

Hooray!

Oops!

Phew!

► **Exercise 1** Complete each sentence by adding the correct end mark. In the blank, identify the kind of sentence by writing *dec.* (declarative), *imp.* (imperative), *int.* (interrogative), or *exc.* (exclamatory).

int. How tall is that oak tree?

_____ 1. Many people consider oak trees the monarchs of the forest

_____ 2. Different kinds of oaks are found in most areas of this country

_____ 3. How many species of oaks can you name

_____ 4. Make a list of the types you can recognize

_____ 5. If you live in the eastern United States, you probably see white oaks every day

_____ 6. They can grow to a height of 100 feet or more

_____ 7. That's longer than four school buses

- _____ 8. Wow What an enormous height that is
- _____ 9. Did you know that another name for the white oak is *stave oak*
- _____ 10. How this name was given to this tree is an interesting story
- _____ 11. Guess how this name came about
- _____ 12. *Stave* is the name for a wooden slat in a barrel
- _____ 13. In past times, barrels were important for storing liquids
- _____ 14. Which tree provided the best wood for making barrel staves
- _____ 15. You guessed it—the white, or stave, oak
- _____ 16. Today, some liquids are still stored in white oak barrels
- _____ 17. Even though we have many high-tech plastics and other materials, some products must still be kept in old-fashioned wooden barrels
- _____ 18. That’s almost unbelievable
- _____ 19. Have you ever seen a model of an 1800s sailing ship
- _____ 20. Their sails hung from gigantic masts fifty or sixty feet tall
- _____ 21. Where do you think shipbuilders found the wood for these great ships
- _____ 22. In the forests of the eastern United States, they found magnificent stands of white oak
- _____ 23. In this intriguing way, the monarchs of the forest helped clipper ships become rulers of the high seas; after they were cut down, the mighty oaks reigned over the oceans
- _____ 24. It’s not difficult to recognize a white oak in a forest or city
- _____ 25. Look first for its acorns
- _____ 26. Acorns are actually the fruit of an oak tree
- _____ 27. Crack one open and find the seeds inside
- _____ 28. White oak acorns are egg-shaped and about an inch long
- _____ 29. Next, check the leaves
- _____ 30. White oak leaves can be as long as nine inches—much bigger than your hand
- _____ 31. Don’t overlook the easiest way to identify a white oak
- _____ 32. Chances are, it’s the biggest tree around

Lesson 78**Using Commas to Signal Pause or Separation**

Commas signal a pause or separation between parts of a sentence. Use commas to separate three or more items in a series.

The top sellers were Chou, Eve, and Mike.

Use a comma to show a pause after an introductory word, two or more introductory prepositional phrases, or an introductory participle or participial phrase.

Yes, I helped with the class play.

For love of the sport, he sponsored several youth soccer teams.

Crawling through the tunnel, the rescuers reached the trapped men.

Use a comma after conjunctive adverbs such as *however*, *moreover*, *furthermore*, *nevertheless*, and *therefore*.

Our school enrollment has increased; therefore, we need a new building.

Use commas to set off words that interrupt the flow of thought in a sentence and appositives that are not essential to the meaning of the sentence.

My brother, gulping his food, raced through his meal.

The Koreans, comparative newcomers, produce many electronic products.

Use commas to set off names used in direct address.

Marla, you have the highest score on the test.

► **Exercise 1** Complete each sentence by adding commas where necessary. If the sentence is correct as written, write *C* in the blank.

- _____ For thousands of years, people have enjoyed making music.
- _____ 1. Modern instruments are made to meet specific standards.
- _____ 2. Strings woodwinds brass and percussion are the four families of instruments.
- _____ 3. Each family by the way is named for the method it uses to produce sound.
- _____ 4. Stringed instruments produce tones when a string is bowed struck or plucked.
- _____ 5. Yes the vibrating string makes the sound.
- _____ 6. Members of the string family include the violin viola cello and bass.

- _____ 7. Pitch is changed by pressing the appropriate spot on the string.
- _____ 8. The harp an ancient instrument is often used in an orchestra.
- _____ 9. A piano's sound is produced by striking strings with small felt hammers.
- _____ 10. Woodwinds the next family produce sound from a vibrating reed.
- _____ 11. Clarinets and saxophones are played with a single reed; however oboes and bassoons are played with two reeds fastened together.
- _____ 12. Nina why is the flute called a woodwind?
- _____ 13. Lacking a reed flutes were originally made of wood.
- _____ 14. Of all the instruments in an orchestra the brass ones are the most powerful.
- _____ 15. The player produces sound on a brass instrument by vibrating his or her lips in a cup-shaped mouthpiece.
- _____ 16. Trumpets and cornets their cousins are the highest pitched brass instruments.
- _____ 17. Covering the middle range French horns and trombones add color and depth.
- _____ 18. The sousaphone named for the March King is a marching band version of the tuba.
- _____ 19. Percussion instruments are struck pounded or beaten; therefore it isn't wrong to think of the piano as a percussion instrument.
- _____ 20. Drums an ancient type of music maker come in many shapes and sizes.
- _____ 21. Keyboard-style percussion instruments include xylophones vibraphones marimbas and bells.
- _____ 22. Symphony orchestras use members from all four families; however marching bands use only woodwinds brass and percussion.

► **Writing Link** Write a paragraph on a concert you have attended or a recording you enjoy. Be sure to use commas as separators.

Lesson 79**Using Commas with Clauses**

Use a **comma** before *and*, *or*, or *but* when it joins main clauses.

She is now known as a director, but she also acted on television shows.

Use a comma after an introductory adverb clause. Do not use a comma with an adverb clause that comes at the end of a sentence. Adverb clauses begin with subordinating conjunctions such as *after*, *although*, *as*, *because*, *before*, *considering* (*that*), *if*, *in order that*, *since*, *so that*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, *whether*, or *while*.

Unless she gives her approval, we can't proceed. (introductory adverb clause)
She enjoys herself whenever she is dancing. (adverb clause at the end of a sentence)

Use a comma or a pair of commas to set off an adjective clause that is nonessential and merely gives additional information. Do not use commas to set off an essential adjective clause. Essential clauses are those necessary to the meaning of the sentence. Adjective clauses often begin with the relative pronouns *who*, *whom*, *whose*, *which*, and *that*.

The boy over there, whom I think you have met, is fourteen. (nonessential adjective clause)

The sculptor who carved that statue has a delicate touch with a chisel! (essential adjective clause)

► **Exercise 1** Complete each sentence by adding commas where necessary. Use the delete symbol (✓) to eliminate commas used incorrectly. If the sentence is correct as written, write **C** in the blank.

- _____ While you're visiting San Francisco, be sure to ride on a cable car.
- _____ 1. Make sure you're not late, so that we can get started on time.
- _____ 2. Jeremy enjoys camping and hiking and his best friend does, too.
- _____ 3. Because she wanted to be considered for the job, Ellen filled out an application form.
- _____ 4. Her older brother whom I've never met goes to Georgetown University.
- _____ 5. Where the snow covers the ground all winter animals have difficulty finding food.

- _____ 6. People need to help conserve precious natural resources, or we may run short of important materials in the future.
- _____ 7. We went out for pizza, after the volleyball game.
- _____ 8. They thought they had arrived too early but I explained that they hadn't.
- _____ 9. Although Iceland is a northerly country, the climate is relatively mild.
- _____ 10. Doris Lessing who is a well-known novelist grew up in South Africa.
- _____ 11. I'll go along, if you want my company.
- _____ 12. The woman, who was wearing the exotic hat, turned out to be the spy.
- _____ 13. Any team, that makes the playoffs, has to be good!
- _____ 14. My brother studies hard but he knows when to take a break.
- _____ 15. Before she started on the test Maya took several deep breaths to relax.
- _____ 16. Jenny, whose mother works part-time, often helps out at home.
- _____ 17. The praying mantis which is an interesting insect can be very helpful to people.
- _____ 18. The man, who will be speaking at the meeting, has lived in Thailand.
- _____ 19. My best friend, whose mother has remarried, was a member of the wedding party.
- _____ 20. Mr. N'Funu called on him, because he raised his hand.
- _____ 21. The woman whom you contacted about the recreation proposal seemed very nice.
- _____ 22. Indonesia which is a large country in Asia includes many islands.
- _____ 23. They can sign up for the audition but they'll have to prepare a short speech from a play.
- _____ 24. When the announcer called my name I was so embarrassed, that my face turned as red as an apple!
- _____ 25. My little sister rides the bus to school, and my older sister rides her bike.

Lesson 80**Using Commas with Titles, Addresses, and Dates**

Use **commas** before and after the year when it is used with both the month and the day. Do not use a comma if only the month and year are given.

My great-uncle was born February 3, 1922, in Russia.
Great-Aunt Laura and he were married in June 1946.

Use commas before and after the name of a state or a country when it is used with the name of a city. Do not use a comma after the state if it is used with a ZIP code.

They moved to a farm near Mount Vernon, Ohio, after their marriage.
Their address was 19833 Township Road 44, Howard, OH 43028.

Use a comma or a pair of commas to set off an abbreviated title or degree following a person's name.

Janet Adams, R.N., was a nurse at the local hospital.
Benjamin Paoletti, Ph.D., taught history at a nearby college.

► **Exercise 1** Place a check (✓) beside the sentence in each pair that is correct.

_____ Walt Whitman lived in Brooklyn New York.

✓ _____ Walt Whitman lived in Brooklyn, New York.

1. _____ Lateesha's birthday is January 12 1982.

_____ Lateesha's birthday is January 12, 1982.

2. _____ Samantha Slegeski, D.D.S., is our new family dentist.

_____ Samantha Slegeski D.D.S. is our new family dentist.

3. _____ Contest entries should be sent to 8340 South Roberts Avenue, Chicago IL, 60617.

_____ Contest entries should be sent to 8340 South Roberts Avenue, Chicago, IL 60617.

4. _____ When she was in the army, my mother was stationed in Frankfurt, Germany, and Biloxi, Mississippi.

_____ When she was in the army, my mother was stationed in Frankfurt Germany and Biloxi Mississippi.

5. _____ The first speaker will be Ricardo Flores Ph.D.

_____ The first speaker will be Ricardo Flores, Ph.D.

6. _____ The first performance of the show was on October 13, 1899.
 _____ The first performance of the show was on, October 13 1899.
7. _____ Did you know that Cairo, Illinois is named after the city of Cairo, Egypt?
 _____ Did you know that Cairo, Illinois, is named after the city of Cairo, Egypt?
8. _____ The names on the book's title page were Emily Dahlquist Ph.D. and James A. Morris M.A.
 _____ The names on the book's title page were Emily Dahlquist, Ph.D., and James A. Morris, M.A.
9. _____ The headquarters of the organization are at 190 20th Avenue, Seattle, WA 98122.
 _____ The headquarters of the organization are at 190 20th Avenue, Seattle, WA, 98122.
10. _____ The new model started production in September, 1995.
 _____ The new model started production in September 1995.

► **Exercise 2** Complete each sentence by adding commas where necessary. If the sentence is correct as written, write *C* in the blank.

- _____ The date on the old letter was June 26, 1902.
- _____ 1. You can get copies of the brochure by writing to 517 S.W. 11th Street Topeka KS 66612.
- _____ 2. The deadline is December 3 1996.
- _____ 3. Robert Nikolai M.S.W. is the director of the regional office.
- _____ 4. Gerald's mom was transferred to Sacramento California in August 1991.
- _____ 5. The university is in Evanston, Illinois, a suburb of Chicago.
- _____ 6. The nurses in charge of the mobile care unit were Shelley Ford R.N. and Allan Cohen L.P.N.
- _____ 7. Who can forget the Bay Area earthquake of October 1990 that interrupted baseball's World Series?
- _____ 8. The sign on the door read Gerald R. Kelly M.D.
- _____ 9. It looks as if the team will move to Baltimore Maryland or St. Louis Missouri.
- _____ 10. The First World War, called the Great War, erupted in Europe in August 1914.

Lesson 81**Using Commas with Direct Quotes, in Letters, and for Clarity**

Use a **comma** or commas to set off a direct quotation.

The farmer wiped his forehead and said, "I hope it rains soon."

"I wish," answered the weather forecaster, "I could give you some good news."

Use a comma after the salutation of a friendly letter and after the closing of both a friendly and a business letter.

Dear Dad, Sincerely, Your friend, Cordially,

Use a comma to prevent misreading.

In order to improve the wool, farmers select sheep carefully.

► **Exercise 1** Complete each item by adding commas where necessary. If the item is correct as written, write *C* in the blank.

- _____ Sincerely, Wendy Peterson
- _____ 1. The woman at the window said, "I can help you with that."
- _____ 2. Dear Aunt Jenny
- _____ 3. "They really ought to do something about their roof" said the inspector.
- _____ 4. "Some people prefer cats," stated the woman on the talk show, "while others favor dogs."
- _____ 5. "I've never seen anything like it," she cried, "never in my life!"
- _____ 6. If they get too large dogs should live outside.
- _____ 7. Jillian asked, "Who is going to the carnival with you?"
- _____ 8. Yours truly, Denise
- _____ 9. "There is little doubt" explained the professor "that we will have to deal with the problem sooner or later."
- _____ 10. When damaged trees sometimes have to be taken down.
- _____ 11. "I want my daddy," the little girl sobbed with tears in her eyes.
- _____ 12. Dear Patrick

- _____ 13. The instructor pointed and said, “Don’t touch that piece of metal.”
- _____ 14. Before the movie, stars talked about working with the famous director.
- _____ 15. “I will need to leave soon” he said “but feel free to stay if you want.”
- _____ 16. Most cordially, Mr. David Marx
- _____ 17. “We shouldn’t let a little rain stop us” Ms. Montgomery added.
- _____ 18. After Christmas shoppers can often find bargains.
- _____ 19. “Step back, please,” the major said to the man who got too close to the edge.
- _____ 20. Dear Serena

► **Exercise 2** Complete each item by adding commas where necessary. Use the delete symbol (✂) to eliminate the commas used incorrectly. If the item is correct as written, write C in the blank.

- _____ “Don’t forget your keys,” said Mom.
- _____ 1. In place of her Julia will attend the conference.
- _____ 2. “Put the disk, in after you have formatted it” the teacher suggested.
- _____ 3. Felipe asked, “What is the population of Puerto Rico?”
- _____ 4. Dear Uncle Mark
- _____ 5. In case of an emergency, contact the Department of Safety.
- _____ 6. “Do you agree with the plan” Corazon asked “or do you think, we should try something else?”
- _____ 7. Dad just smiled, and whispered “Let’s let Mom find out for herself.”
- _____ 8. Even though it seems difficult choices must be made.
- _____ 9. “I’ve never worked on a Fourth-of-July parade float,” the new girl explained.
- _____ 10. Sincerely yours Kevin Conyers
- _____ 11. “Raptors—eagles, hawks, falcons, and the like—can be found in every state” the narrator explained.
- _____ 12. In place of that one ought to consider this alternative.
- _____ 13. “Don’t count your chickens” the wise man said “before they’re hatched.”
- _____ 14. When opening, the can be sure not to shake it up.
- _____ 15. Nora almost dropped the cake, when she saw the cat on the table.

Lesson 82**Using Semicolons and Colons**

Use a **semicolon** to join the parts of a compound sentence when a coordinating conjunction such as *and*, *or*, *nor*, or *but* is not used.

You can use water-based or oil-based paint; both have their advantages.

Use a semicolon to join the parts of a compound sentence when the main clauses are long and subdivided by commas, even if these clauses are already joined by a coordinating conjunction.

Among the most important scientific advances of the twentieth century are telecommunications, computer technology, and space travel; but in no area, including these three, have we achieved all that we might achieve.

Use a semicolon to separate main clauses joined by a conjunctive adverb such as *consequently*, *furthermore*, *however*, *moreover*, *nevertheless*, or *therefore*.

It was snowing heavily; nevertheless, they left for the holidays.

Use a **colon** to introduce a list of items that ends a sentence. Use a phrase such as *these*, *the following*, or *as follows* before the list. Do not use a colon immediately after a verb or a preposition.

These students should report to the office: Christy Schantz, Tony Ramirez, Emily Chou, and Toderick Evans.

Please bring pencils, paper, and an eraser.

► **Exercise 1** Add semicolons or colons where necessary. Use the delete symbol (✂) to eliminate semicolons and colons used incorrectly. If the sentence is correct as written, write **C** in the blank.

- _____ Glass is a useful material; it is made from inexpensive raw materials.
- _____ 1. Glass can take these forms fine like a spider web, heavy like a telescope lens, stronger than steel, or more fragile than paper.
- _____ 2. The first human-made glass was used as a glaze on ceramic vessels; but it is not known when, where, or how people first learned the glass-making process.
- _____ 3. Explained very simply, to make glass, use a mixture of sand, soda, and lime cook and cool.
- _____ 4. The result is: a solid with the properties of a liquid that can be blown, molded, spun, or drawn into endless shapes.

- _____ 5. Early glassmaking was slow and costly for these reasons furnaces were small, the heat produced was not enough to melt the materials, and glass blowing and pressing were unknown.
- _____ 6. Merchants soon had a need for glass containers when they discovered that oils, honey, and other liquids could be preserved better in glass.
- _____ 7. There are many kinds of glass each possesses a special quality.
- _____ 8. Flat glass is used when very clear, precise vision is required it comes in the following classifications sheet, plate, and float.
- _____ 9. The strong materials of glass-ceramics can withstand extreme temperatures, strong chemicals, and sudden temperature changes; therefore, this kind of glass is used in cookware, turbine engines, and electronic equipment.
- _____ 10. Flat glass, optical glass, and decorative glass were used prior to this century however, many special types of glass have been invented since 1900.
- _____ 11. The following are some of these types: laminated safety glass, tempered safety glass, colored structural glass, foam glass, and laser glass.
- _____ 12. The properties of ordinary glass that make it useful for electrical purposes are: transparency, heat resistance, resistance to the flow of electricity, and its ability to seal tightly to metal as in light bulbs.
- _____ 13. Fiberglass, which is made of tiny but solid rods of glass, has many uses.
- _____ 14. The fiberglass industry fills the following needs heat insulation, yarn and cloth, electrical insulation, firefighters' suits, and automobile bodies.
- _____ 15. Raw materials used in making optical glass must be pure in order to make flawless lenses for eyeglasses, cameras, and telescopes therefore, the production of optical glass is expensive.
- _____ 16. The shaping of glass can be accomplished by these four methods blowing, pressing, drawing, and casting.
- _____ 17. In glass blowing, a worker uses a hollow iron blowpipe with one end dipped in molten glass she or he blows gently into the pipe until the molten glass bulges out and forms a hollow tube.
- _____ 18. This glass "bubble" can be formed into the desired shape by squeezing, twirling, or stretching it.
- _____ 19. In the pressing method of shaping glass, a hot gob of glass is; dropped in a mold and then pressed with a plunger to fill the mold.
- _____ 20. Both blowing and pressing can be done by hand or by machine moreover, there is a press-and-blow machine, which uses a combination of these methods to form an object.

Lesson 83**Using Quotation Marks and Italics**

Use **quotation marks** before and after a direct quotation and with a divided quotation. Use a comma or commas to separate a phrase such as *she said* from the quotation itself. Place a comma or a period *inside* the quotation marks.

"The key," she replied with a laugh, "is having a good instructor."

Place a question mark or exclamation point *inside* the quotation marks when it is part of the quotation. Place a question mark or exclamation point *outside* the quotation marks when it is part of the entire sentence.

Ms. Arnold asked, "Can anyone answer Shawn's question?" (part of the quotation)

Did Shawn say, "The tamarack is a kind of larch"? (part of the entire sentence)

Use quotation marks for the title of a short story, essay, poem, song, magazine or newspaper article, or book chapter.

"To Build a Fire" (short story) "Directive" (poem) "Amie" (song)

Use **italics** to identify the title of a book, play, film, television series, magazine, newspaper, or musical work. In handwritten materials, underlining takes the place of italics.

Animal Farm (book) *Romeo and Juliet* (play) *Dayton Daily News* (newspaper)

► **Exercise 1** Add quotation marks where needed. Draw a line under the items that should be in italics.

Moby-Dick (book) "The Road Not Taken" (poem)

- | | |
|--|--|
| 1. Model Railroader (magazine) | 9. It Isn't Easy Being Green (song) |
| 2. The Wound-Dresser (poem) | 10. Dr. Heidegger's Experiment (short story) |
| 3. Twice-Told Tales (book) | 11. Home Alone (film) |
| 4. Incumbents Lose (newspaper article) | 12. A Winter's Tale (play) |
| 5. All's Well That Ends Well (play) | 13. Schedules (essay) |
| 6. The Muppet Movie (film) | 14. Leaves of Grass (book) |
| 7. The Minister's Black Veil (short story) | 15. Nantucket (book chapter) |
| 8. New York Times (newspaper) | 16. Wimoweh (song) |

17. Players Vote to Strike (magazine article) 19. M☆A☆S☆H. (television series)
 18. Beat! Beat! Drums! (poem) 20. USA Today (newspaper)

► **Exercise 2** Complete each sentence by adding quotation marks and italics (underlining) where necessary.

“Emily Dickinson is my favorite poet,” he told his listeners, “and Moby-Dick is my favorite novel.”

1. Did she say, Robert Frost is the greatest poet of our century?
2. Randall had a look of shock on his face as the mayor said, There is a boy here today without whom none of this would have been possible!
3. Do I have to explain again that playing with the deer is not allowed? the park ranger asked.
4. Martin Chuzzlewit, the lecturer explained, is probably Dickens’s most underrated novel.
5. The Washington Post featured an article entitled Ways to Increase Your Energy.
6. Where is Apartment B? the woman asked.
7. Go, Panthers! the fans yelled. Beat Tech!
8. Wasn’t it David Copperfield who asked for gruel by saying, Please, sir, I want some more?
9. No, Daniel explained, it was Oliver Twist who asked for more at the orphanage.
10. When Mr. Harrison said we didn’t need to read those pages, Dawn and Cindy said, Whew!
11. How could she say, No, I don’t believe we’ve met before?
12. I almost fainted when the announcer said, Our winner is Stacy Langham!
13. Felice asked the police officer, Have you seen a little white dog dragging a blue leash?
14. Look out below! Sandy cried as she pushed the hay bale over the edge.
15. What I can’t understand, Rudy added, is why no one told us the time of the meeting.

Lesson 84**Using the Apostrophe**

Use an **apostrophe** and an *s* (*'s*) to form the possessive of a singular noun or a plural noun that does not end in *s*.

box + **'s** = box**'s**

James + **'s** = James**'s**

children + **'s** = children**'s**

men + **'s** = men**'s**

Use an apostrophe alone to form the possessive of a plural noun that ends in *s*.

Holmans + **'** = Holmans**'**

wolves + **'** = wolves**'**

boys + **'** = boys**'**

Use an apostrophe and an *s* (*'s*) to form the possessive of an indefinite pronoun.

someone + **'s** = someone**'s**

anybody + **'s** = anybody**'s**

Do not use an apostrophe in a possessive pronoun.

The gloves on the floor are **his**.

Those cookies were **ours**.

Use an apostrophe and an *s* (*'s*) to form the plurals of letters, figures, and words when they refer to themselves.

Dot your ***i's*** and cross your ***t's***.

No ***if's***, ***and's***, or ***but's***

four ***2's***

Use an apostrophe to replace letters that have been omitted in a contraction. A **contraction** is a word that is made by combining two words into one by leaving out one or more letters.

do + not = don't

it + is = it's

you + are = you're

there + is = there's

Use an apostrophe to show missing numbers in a date.

the class of '97

the election of '92

► **Exercise 1** Write the possessive form of each word. Add a suitable noun.

jogging shoes jogging shoes' laces

1. fox _____

6. taxes _____

2. women _____

7. vacation _____

3. anyone _____

8. children _____

4. princesses _____

9. members _____

5. Jacksons _____

10. lion _____

- | | |
|---------------------|--------------------|
| 11. princess _____ | 16. bus _____ |
| 12. Ms. Davis _____ | 17. somebody _____ |
| 13. nobody _____ | 18. oxen _____ |
| 14. mice _____ | 19. classes _____ |
| 15. player _____ | 20. computer _____ |

► **Exercise 2** Add apostrophes where necessary. Use the delete symbol (↵) to eliminate apostrophes used incorrectly.

Society's needs have led to many inventions throughout its history.

1. Peoples need to eat gave rise to the very first machines.
2. Archaeologists discoveries' of the past include tools that are one million years old.
3. Prehistoric people used crudely chipped stones to form their' axes and spearheads.
4. The inclined planes discovery became the first principle of technology for cutting tools.
5. About 3500 B.C. in the Middle East, the plows invention enabled farmer's to increase crop yields.
6. Its one of humankinds oldest inventions.
7. Theres a device thats found in everyones home that makes use of the principle of the inclined plane.
8. This device is Linus Yales invention in 1848 of the cylinder lock and key.
9. An electronic trimmers blades act as a pair of wedges' to cut hair or stems' like scissors blades.
10. The zippers slide uses wedges' so one can easily open and close this type of fastener.
11. In the 1800s the tin cans invention was useful for preserving and safely transporting canned foods.
12. The consumers problem, however, was how to easily and safely open these' cans.
13. The can opener, with it's sharp-edged cutting blade or wheel, was not invented until the twentieth century.
14. These and other inventions have made peoples lives' easier.

Lesson 85**Using the Hyphen, Dash, and Parentheses**

Use a **hyphen** to show the division of a word at the end of a line. Always divide the word between its syllables.

Robert is eagerly looking forward to the day when he can buy a computer.

Use a hyphen in compound numbers and in certain compound nouns.

sixty-four birds twenty-one points sister-in-law great-grandmother

Use a hyphen in a fraction that is used as a modifier. Do not use a hyphen in a fraction used as a noun.

The gymnasium was only **one-half** full for the first game. (modifier)

Almost **one third** of all cars in the parking lot were red. (noun)

Hyphenate a compound modifier only when it precedes the word it modifies.

That's a **well-done** hamburger! Melanie likes her hamburgers **well done**.

Use a hyphen after the prefixes *all-*, *ex-*, and *self-*. Use a hyphen to separate any prefix from a word that begins with a capital letter.

all-district ex-governor self-conscious mid-Atlantic

Use a **dash** or dashes to show a sudden break or change in thought or speech.

Martin's dog Waldo—he's normally very well behaved—jumped on the table.

Use **parentheses** to set off material that is not part of the main statement but is, nevertheless, important to include.

The container held one liter (1.0567 quarts) of juice.

► **Exercise 1** Add hyphens where necessary. If the word or phrase is correct as written, write **C** in the blank.

_____ great-grandfather

_____ 1. eighty eight

_____ 2. three fifths majority

_____ 3. noncritical issue

_____ 4. self cleaning oven

_____ 5. dog is poorly behaved

_____ 6. exteacher

_____ 7. one half of the students

_____ 8. fifty four

- | | |
|---------------------------------|----------------------------------|
| _____ 9. all American city | _____ 15. selfconfidence |
| _____ 10. a well-played game | _____ 16. paper is well written |
| _____ 11. preDepression cabin | _____ 17. two thirds empty |
| _____ 12. postwar | _____ 18. postRenaissance period |
| _____ 13. all wood construction | _____ 19. ex-astronaut |
| _____ 14. seventeen | _____ 20. midPacific island |

► **Exercise 2** Complete each sentence by adding hyphens, dashes, or parentheses where necessary. Use the delete symbol (✓) to eliminate those used incorrectly. If the sentence is correct as written, write *C* in the blank.

- _____ Since preColonial times, the black walnut tree has been prized.
- _____ 1. Many people have tasted the delicious nut actually a seed that comes from this important forest tree.
- _____ 2. The husk's peppery aroma caused by oils in the husk is quite strong.
- _____ 3. The husk is, of course, removed—who would want to eat such an odd-tasting thing?—before the nut is shelled and eaten.
- _____ 4. You have to be quick if you want to gather walnuts to eat; many animals squirrels, chipmunks, and other wildlife love walnuts!
- _____ 5. It is work to gather, husk, and shell walnuts that's why most people buy them already shelled or at least husked at the grocery store.
- _____ 6. Some other plants (tomato plants and apple trees, for example) will not grow near a black walnut.
- _____ 7. The tree gives off a poison not harmful to people that kills the roots of certain plants.
- _____ 8. In preRevolutionary days, Americans had many different uses for the black walnut.
- _____ 9. They made a blackish green dye from the husks.
- _____ 10. A pioneer's most important possession may very well have been his musket, and the most prized wood for the gun stock was black walnut.

Lesson 86**Using Abbreviations**

Abbreviate a person's title and a professional or academic degree that follows a name.

Dr. Francisco Montoya Ellen Chang, **D.D.S.** George Rubashov, **Ph.D.**

Use all capital letters and no periods for abbreviations that are pronounced letter by letter or as words. Exceptions are U.S. and Washington, D.C., which do use periods.

NFL (National Football League) FBI (Federal Bureau of Investigation)
NASA (National Aeronautics and Space Administration)

Use the abbreviations A.M. (*ante meridiem*, “before noon”) and P.M. (*post meridiem*, “after noon”) for exact times. For dates use B.C. (before Christ) and, sometimes, A.D. (*anno Domini*, “in the year of the Lord,” after Christ).

6:30 A.M. 9:15 P.M. 415 B.C. A.D. 119

Abbreviate calendar items only in charts and lists.

Oct. **Jan.** **Dec.** **Sat.** **Wed.** **Fri.**

Abbreviate units of measure only in scientific writing.

feet **ft.** inch(es) **in.** pound(s) **lb.** kilometer(s) **km**

On envelopes only, abbreviate street names and use the two-letter Postal Service abbreviations for the names of states.

Road **Rd.** Street **St.** Avenue **Ave.** Pennsylvania **PA** Utah **UT**

► **Exercise 1** Underline the word or abbreviation in parentheses that best completes each sentence.

The man in the *dashiki* works for (U.N.I.C.E.F., UNICEF).

1. The bonsai tree grew to be only eight (in., inches) tall.
2. The (N.A.A.C.P., NAACP) is one of the oldest civil rights organizations.
3. Elaine Howard, (M.D., MD), is the new director of the medical center.
4. Pottery chips from around 2000 (B.C., BC) have been discovered.
5. Suzanne said that Beaumont was about two hundred (km, kilometers) from here.

6. The office building located at 2208 Riverside (Dr., Drive) houses three companies.
7. I'm taking a gymnastics class at the (Y.W.C.A., YWCA) next summer.
8. Rhoda Silber, (Ph.D., PHD), is my mother.
9. A birthday party that began at 6:00 (a.m., A.M.) would be unusual.
10. His ideal weight was between 142 and 158 (lb., pounds) according to the doctor.
11. In (1066 A.D., A.D. 1066) the course of history was changed.
12. Our trip to Houston included a tour of the (N.A.S.A., NASA) headquarters.
13. Joe's family will move into a new apartment on Kingston (Ave., Avenue) tomorrow.
14. The area to be enclosed for the garden was four hundred square (ft., feet).
15. The (IRS, I.R.S.) just sent my mom's company some good news.
16. If you ask me, 10:00 (P.M., PM) is a little late to start your homework.
17. Most of Tim's favorite television shows are on (N.B.C., NBC) this season.
18. The building at 1090 Maryland (Street, St.) is being torn down.
19. The piece of material he bought was only two (yards, yd.) long.
20. Dan and he would love to see an (NFL, N.F.L) game in person.

► **Exercise 2** Rewrite each phrase using the appropriate abbreviation.

Salt Lake City, Utah Salt Lake City, UT

1. 2100 Michigan Avenue _____
2. Mister Alexander Adams _____
3. 7 feet, 2 inches _____
4. 5:15 *ante meridiem* _____
5. Doctor Elizabeth Santos _____
6. 147 pounds _____
7. Hazelton, Pennsylvania _____
8. Arthur Beecham, Doctor of Dental Science _____
9. Wednesday, December 7 _____
10. Frederick La Fontaine Junior _____

Lesson 87**Writing Numbers**

Use **numerals** in charts and tables. In sentences, spell numbers that can be written in one or two words, and use numerals for those requiring more than two words.

The man appeared to be at least **seventy-five** years old.
More than **650** people attended the education meeting.

Spell out any number that begins a sentence, or reword the sentence so that it does not begin with a number.

Sixty-five thousand four hundred people were at the last game.

Write very large numbers as a numeral followed by the word *million* or *billion*.

The U.S. population is approximately **250 million**.

In a sentence, if one number is in numerals, related numbers must be in numerals.

Of the **125** tickets sold, **45** were sold to sophomores.

Spell out ordinal numbers (*first*, *second*, and so forth).

This is the **eighth** time I've seen that movie.

Use words for decades, for amounts of money that can be written in one or two words, and for the approximate time of day or when A.M. or P.M. is not used.

the **seventies** **fifty** cents half past **five** **six** o'clock

Use numerals for dates; for decimals; for house, apartment, and room numbers; for street or avenue numbers; for telephone numbers; for page numbers; for percentages; for sums of money involving both dollars and cents; and to emphasize the exact time of day or when A.M. or P.M. is used.

April 1, 1996 **16** percent **\$207.89** **2:51 P.M.**

► **Exercise 1** Place a check (✓) in the blank next to each sentence that uses numbers or numerals correctly.

_____ ✓ LaToya is the third alternate on the drill team.

_____ 1. The U.S. Senate has 100 members, thirty-four of whom will be elected this year.

_____ 2. My mom attended her fifteenth high school reunion.

_____ 3. I read that India's population may soon be as high as 1,000,000,000!

_____ 4. Six people were waiting in line when I arrived.

- _____ 5. I thought the movie began shortly after 8 o'clock.
- _____ 6. The mayor stated that she believed 75 percent of the voters supported her position.
- _____ 7. You can find the regional director in room forty-two.
- _____ 8. Of the 320 people who work for the company, only twelve have been there more than ten years.
- _____ 9. For information, call four-eight-two-nine-nine-five-zero.
- _____ 10. 19 girls were asked back for the second round of tryouts.
- _____ 11. I think the answer you are looking for is on page 324.
- _____ 12. The airplane was due to arrive from Phoenix at 6:27 P.M.
- _____ 13. She's not the 1st nor will she be the last to fall for that joke.
- _____ 14. The new library has 7 rooms.
- _____ 15. In the late 1980s, the U.S. national debt passed \$1,000,000,000,000!
- _____ 16. Carmen's house is at 1345 Wexford Road.
- _____ 17. Less than two percent of the parts were faulty.
- _____ 18. Taking care of twelve hamsters is a lot easier than taking care of twelve cats!
- _____ 19. Sixty-five years had passed since they had met.
- _____ 20. The zoo has eleven baboons, three orangutans, and twenty-one chimpanzees.
- _____ 21. My brother was born on November third, 1979.
- _____ 22. They asked us to be there around seven o'clock.
- _____ 23. Ricky was very pleased with his 2nd-place finish in the backstroke.
- _____ 24. Please take this form to room 68-A.
- _____ 25. Rex's new in-line skates cost seventy dollars.
- _____ 26. The new research facility was built at a cost of \$65 million.
- _____ 27. It takes at least 50% of the votes to pass the motion, doesn't it?
- _____ 28. "11 warriors, brave and bold," goes the verse of the famous football fight song.
- _____ 29. The office is located at seven Columbus Avenue.
- _____ 30. Janine has to be home around four o'clock.



Unit 13 Review

► **Exercise 1** Place a check (✓) next to each sentence that is punctuated correctly.

- ✓ _____ No, I haven't had a chance to see that movie yet.
- _____ 1. "That's the strangest looking dog I've ever seen!" Amanda shrieked.
- _____ 2. At the end of last month, I thought we would be able to succeed; however now I have begun to doubt whether we can.
- _____ 3. Angela, did you remember to feed the gerbils.
- _____ 4. Sweep out the cabin, unplug the refrigerator, and be sure to lock the doors and windows.
- _____ 5. Paul moved here from Portland, Oregon, and Steven moved here from Portland, Maine, they've become best friends over this year.
- _____ 6. The CDs on the shelf are their's, and the CD player is her's.
- _____ 7. The land of Oz would, I suppose, be a good theme for the dance; after all, its such a great movie.
- _____ 8. The positions on a basketball team are: center, forward, and guard.
- _____ 9. The deadline for applying has been extended to Thursday, May 25, 1996.
- _____ 10. Yes, I understand that babysitter's have a lot of responsibility, but we shouldn't have to take children to their doctors appointments, should we?
- _____ 11. The luscious fruit salad contained bananas, strawberries, oranges, peaches, and I don't know what else.
- _____ 12. In some parts of the prairie dogs run wild.
- _____ 13. Was it Romeo who said, "To be or not to be?"
- _____ 14. The skateboard leaning against the wall is either the girls' or James'.
- _____ 15. I'm afraid its going to rain this afternoon before 3 o'clock.
- _____ 16. Unless you want to end up in the water, you shouldn't play on the diving board.
- _____ 17. Send your comments to 345 American Avenue, Room 421, Albuquerque, NM, 87105, or call (505) 555-9872.
- _____ 18. Ms. Ameche said she had received twenty-seven well-written essays and a few that were not so carefully prepared.

Cumulative Review: Units 1–13

► **Exercise 1** Write in the blank the correct form (comparative or superlative) of the adjective or adverb in parentheses.

Georgia is considered the most (or least) thoughtful person in our class. (thoughtful)

1. Craig is a _____ runner than Joe. (fast)
2. Florence seemed to be the _____ city we visited during our tour of Italy. (beautiful)
3. Pamela and Christine paddled their canoe _____ than Jim and Ryan paddled theirs. (quickly)
4. Of all the maintenance people, Sylvia worked _____. (feverishly)
5. This is the _____ pasta I have ever tasted. (good)
6. That plant is the _____ to survive a cold night. (likely)
7. The second television program appeared _____ than the first. (bad)
8. Katie's choir rehearsed the _____ song last. (easy)
9. The _____ Miki's family plans to drive is Albuquerque. (far)
10. Sue's essay _____ resembled the example than Will's essay did. (closely)

► **Exercise 2** Underline the word in parentheses that best completes each sentence.

Cameron is (altogether, all together) certain the plane will arrive on time.

1. Marta wants to (learn, teach) how her grandmother bakes bread.
2. Give (you're, your) schedule to Ms. Maroukis.
3. The orchestra will now (precede, proceed) to play a new composition.
4. Everyone (accept, except) Joshua volunteered to stay late.
5. Dr. Sorenson found it difficult to choose (between, among) so many worthy applicants for the scholarship.
6. The company checked (it's, its) advertising budget before buying more newspaper ads.
7. (Leave, Let) the lavender material on the counter.

8. Does the committee (choose, chose) the winner of the essay contest?
9. Ms. Cochran (formally, formerly) played professional tennis; now she is our tennis coach.
10. (Set, Sit) the vase of roses in the center of the table.
11. Dennis knows when (theirs, there's) going to be a sale at the electronics store.
12. An-Li says the movie has (all ready, already) begun.
13. The book Janice is looking for is (beside, besides) the encyclopedia.
14. My dog likes to (lay, lie) in front of the television.
15. (Many, Much) of the tickets were sold before Caitlin arrived.
16. Does anyone know (who's, whose) bringing the pizza?
17. Doreen used (fewer, less) ingredients in her sweet and sour chicken than Sid used in his.
18. The skating competition will be held (in, into) Parker Arena.
19. The shopping mall was (quiet, quite) crowded Friday night.
20. Dr. Wyatt explained the procedure and (than, then) began the examination.

► **Exercise 3** Add correct end marks. Delete (✓) each unnecessary comma, semicolon, or colon.

Kylee, have you seen ✓ my purple sweater?

1. Anita enjoys writing poetry, but Jean prefers writing stories
2. Carlo's orchard contains orange trees, lemon trees, and cherry trees
3. Take the film to the camera shop, before you stop at the grocery store
4. Have you seen Meg this afternoon
5. Some of the guests were drinking tea on the veranda; others were practicing archery on the lawn
6. Wow Look at all those colorful balloons coming down
7. Can you see snow, on top of that mountain
8. What an extraordinary coincidence that was
9. In the room above the garage, you will find a secret compartment

10. The gentleman with the black umbrella, who is an ambassador to the United Nations, said hello to us as we were entering the hotel
11. Fling the boomerang as far as you can, and see where it lands
12. Though she is proud of all her paintings, Valeria considers this one her masterpiece
13. The directions to the restaurant are as follows: drive north on Lake Shore Drive, turn left at Huron Street, and turn right at Michigan Avenue
14. Did Mr. Hamilton buy a mahogany desk, or an oak table at the antique store
15. That is: an enormous bouquet of flowers
16. The debate team from Garfield Middle School is arguing that the law should be changed; however, the Brookside team believes the law should remain as it is
17. I am taking ceramics, and Judi is studying Japanese
18. Watch out for that snowball, Kelly
19. Where, would the instruction manual be
20. Did Susan, or Roberto, bring the CDs

► **Exercise 4** Write the part of speech above each word in italics: *N* (noun), *V* (verb), *pro.* (pronoun), *adj.* (adjective), *adv.* (adverb), *prep.* (preposition), or *conj.* (conjunction).

N V prep.
Sally *waited* for Claire *by* the swimming pool.

1. Dexter *and* Nina attended the elegant dance, *but* Alex and Nora *stayed* home.
2. *They* hid their *ambition* until the *proper* moment arrived.
3. Cedric *paced impatiently* while his sister stabled her *horse*.
4. *That* completes our tour *of* the *furniture* factory.
5. *Place* the *silver* tray next to the fine *china*.
6. *She* was introduced to many interesting *people at* the park.
7. Celeste *wants* to plan the party *herself or* at least plan the menu.
8. *Brandon* believes his *sister-in-law* has left *town*.
9. Gina *and* Todd will be attending the *special* gathering *at* Aunt Edna's house.
10. The person *who* sent the flowers *wishes* to speak to you *soon*.



Vocabulary and Spelling



Unit 14: Vocabulary and Spelling

Lesson 88

Building Vocabulary: Learning from Context

Clues to the meaning of a new word can be found in the **context**, the words and sentences surrounding it.

TYPE OF CONTEXT CLUE	CLUE WORDS	EXAMPLE
Comparison The thing or idea named by the unfamiliar word is compared with something more familiar.	also same likewise similar, similarly identical, identically	His writing is barely <i>legible</i> . It is similar to chicken scratchings in a barnyard.
Contrast The thing or idea named by the unfamiliar word is contrasted with something more familiar.	but on the other hand on the contrary unlike however	What I'm saying is no <i>conjecture</i> . On the contrary , I happen to know that it is absolutely true.
Cause and effect The unfamiliar word is explained as a part of a cause-and-effect relationship.	because since therefore as a result consequently	The judge seems <i>partial</i> to the debate team from Smathers Middle School because she always nods when they give their speeches.

► **Exercise 1** Use context clues to determine the meaning of the word in italics. Choose the correct meaning from the list and write its letter in the appropriate blank.

- | | |
|--------------------------------|---|
| A. a sudden, unexpected desire | I. special vocabulary of a particular group |
| B. unimportant | J. a job that requires little work |
| C. untidy | K. having to do with veins |
| D. avoid doing | L. prove wrong |
| E. unconcerned | M. motivation for doing something |
| F. out of style | N. talk about past experiences |
| G. tall and slender | O. gradual increase |
| H. bill | P. unsuspicious |

 P Steven is very *credulous*; he'll believe almost anything.

- _____ 1. After we received the shipment of computer paper, the company sent us an *invoice* asking us to pay the amount within thirty days.
- _____ 2. That *trifling* problem is just not worth worrying about for one second.
- _____ 3. It was fun to listen to the two brothers *reminisce* about their childhood on the farm.
- _____ 4. I couldn't understand a word of those computer scientists' technical *jargon*.
- _____ 5. Being treasurer of the Spanish Club is definitely not a *sinecure*; on the contrary, it requires a lot of time and effort.
- _____ 6. Most of the players on the basketball team are *rangy*, while the members of the football team tend to be husky.
- _____ 7. Because they had left a few holes in their argument, we were able to *refute* it.
- _____ 8. Tell the captain he can be confident that I will never *shirk* my duty.
- _____ 9. A chance to play in the city-wide championship game should be plenty of *incentive* for the volleyball team to work hard.
- _____ 10. In response to the *crescendo* of applause, the candidate returned to the stage and waved to her supporters.
- _____ 11. Eating too much fatty food can harm the *vascular* system and restrict the flow of blood throughout the body.
- _____ 12. When the team went ahead by eighteen points, they grew *complacent* and stopped scoring.
- _____ 13. You can tell by looking at his messy room that he is a *slovenly* person.
- _____ 14. Don't bring your tapes of that band to the party; their music is so *outmoded* it sounds as if it's from the 1970s.
- _____ 15. We hadn't planned to go; we went to the movie purely on a *whim*.

► **Writing Link** Choose three vocabulary words from the lesson and use them in your own sentences.

Lesson 89**Building Vocabulary: Word Roots**

The **root** of a word is the part that carries the main meaning. Some roots can stand alone. Others make little or no sense without other word parts added to them. Knowing the meanings of roots can help you figure out the meanings of unfamiliar words.

ROOT	WORD	MEANING
<i>audi</i> means "hear"	audible audition	able to be heard tryout where a person's talents are displayed
<i>bio</i> means "life"	biology biography	study of living things story of a person's life
<i>ben</i> means "good"	beneficial benefit	good or positive do something good
<i>meter</i> means "measure"	speedometer chronometer	instrument for measuring speed instrument for measuring time
<i>port</i> means "carry"	portable export	able to be carried goods sold, or carried, outside the country

► **Exercise 1** In the blank, write a short definition of the italicized root. Use a dictionary if necessary.

- biosphere* **life** _____
- | | |
|-----------------------------|-----------------------------|
| 1. <i>video</i> _____ | 11. <i>flexible</i> _____ |
| 2. <i>attract</i> _____ | 12. <i>immortal</i> _____ |
| 3. <i>phonograph</i> _____ | 13. <i>astronomy</i> _____ |
| 4. <i>incredible</i> _____ | 14. <i>century</i> _____ |
| 5. <i>geology</i> _____ | 15. <i>convention</i> _____ |
| 6. <i>millipede</i> _____ | 16. <i>lecture</i> _____ |
| 7. <i>dentist</i> _____ | 17. <i>decade</i> _____ |
| 8. <i>sonic</i> _____ | 18. <i>chronicle</i> _____ |
| 9. <i>television</i> _____ | 19. <i>manual</i> _____ |
| 10. <i>photograph</i> _____ | 20. <i>telephone</i> _____ |

► **Exercise 2** Complete each sentence by filling in a word that uses the root in parentheses.

The farmer used his tractor to pull our car out of the ditch. (tract)

1. Because Brian is a good _____, he was asked to take pictures for the school newspaper. (photo)
2. The members of the political party came together at their _____ in Houston to nominate their candidates. (ven)
3. If you want to know what the temperature is outside, just look at the _____. (meter)
4. When we watch _____, we see pictures from far away in our own homes. (tele)
5. I'm reading a book about the life of Mother Teresa; it's called _____ of a Saint. (bio)
6. Take another look at your essay and _____ it if you think it's necessary. (vis)
7. Our town is holding a _____ to celebrate its founding one hundred years ago. (cent)
8. When the jet plane flew over our neighborhood, it created an unbelievably loud _____ boom. (son)
9. For Spanish class we had to write a _____ between two people; they could talk about anything we wanted. (log)
10. Since the automatic starter on Mom's lawn mower doesn't work, she has to pull the rope to start it _____. (man)
11. Even though we could see the movie, we couldn't hear it because the _____ track was faulty. (audi)
12. I have mostly cassette tapes, but I also like to listen to old records on my dad's _____. (phon)
13. The box says the pet carrier is _____, but when our cat, who weighs 22 pounds, is inside it, I can barely lift it! (port)
14. The _____ table of American presidents lists them in the order they served. (chron)
15. The store tried to _____ more customers by offering a special two-for-one sale. (tract)

Lesson 90**Building Vocabulary: Prefixes and Suffixes**

Prefixes and suffixes are word parts that can be added to roots. A **prefix** is added to the beginning of the root. A **suffix** is added at the end.

un (prefix) + kind (root) = unkind ("not kind")

kind (root) + ness (suffix) = kindness (noun form of the adjective *kind*)

Prefixes and suffixes can change, even reverse, the meanings of roots. Suffixes, unlike prefixes, can also change the part of speech of the root word. For example, adding *-ness* to *kind* (an adjective) makes it into *kindness* (a noun). Adding *-ly* makes it into *kindly* (an adverb).

Learning prefixes and suffixes can help you figure out the meaning of unfamiliar words.

PREFIXES

co-

il-, im-, in-, ir-, dis-, non-, and un-

post-

pre-

sub-

MEANING

with

not, the opposite of

after

before

below or beneath

SUFFIXES

-al, -ly, and -y

-ee, -eer, -er, -ian, -ist, -or

-ful, -ous

MEANING

in the manner of, having to do with
one who does (something)

full of

► **Exercise 1** Add a prefix or suffix to each italicized root word. Write the new word in the blank and underline the suffix or prefix.

logically in the manner of being *logical*

_____ 1. one who *protests*

_____ 2. not *regular*

_____ 3. having to do with *grime*

_____ 4. in the manner of being *angry*

_____ 5. the opposite of *adequate*

_____ 6. one who *drives* a car

_____ 7. to *sign* together

- _____ 8. full of *tact*
- _____ 9. in the manner of being *contented*
- _____ 10. the opposite of *attractive*
- _____ 11. having to do with *sun*
- _____ 12. one who *invests* money
- _____ 13. full of *spite*
- _____ 14. after the *election*
- _____ 15. below *freezing*
- _____ 16. in the manner of being *excited*
- _____ 17. the opposite of *polite*
- _____ 18. one who *plays*
- _____ 19. having to do with the action of *reversing* something
- _____ 20. *arranged* ahead of time
- _____ 21. full of *courage*
- _____ 22. having to do with *music*
- _____ 23. the opposite of *literate*
- _____ 24. in the manner of being *sloppy*

► **Exercise 2** Underline the prefix or suffix in each word. Write the meaning of the word. Use a dictionary if necessary.

immobile not capable of being moved

1. unpopular _____
2. postpone _____
3. bravely _____
4. coauthor _____
5. comical _____
6. harpist _____
7. painter _____

Lesson 91**Building Vocabulary: Synonyms and Antonyms**

Synonyms are words that have the same, or nearly the same, meaning. For example, *end* and *finish* are synonyms, as are *big* and *large*. When searching for just the right word to use, the best place to find synonyms is in a thesaurus. A dictionary also has information on synonyms and their usage.

Antonyms are words that have the opposite, or nearly opposite, meaning. *Begin* and *finish* are antonyms, as are *big* and *small*. The easiest way to form antonyms is by adding a prefix meaning *not*. *Un-*, *il-*, *dis-*, *in-*, *im-*, *ir-*, and *non-* are all prefixes that reverse the meaning of a root. They form antonyms such as **unfair**, **illegal**, **disinterested**, **inefficient**, **imperfect**, **irregular**, and **nonfat**. Sometimes an antonym can be made by changing the suffix. *Joyful* and *joyless* are antonyms.

► **Exercise 1** Write a synonym in the blank to replace the word or words in *italics*. Use your dictionary or thesaurus as needed.

difficult

Solving this week's crossword puzzle was *hard*.

- _____ 1. Mei's *enthusiasm* for competition was second to none.
- _____ 2. Eating healthy foods is definitely *good* for the body.
- _____ 3. This beautiful lake is so *calm* at sunrise.
- _____ 4. Their response to the question was one of total *confusion*.
- _____ 5. My throat is so *dry* I could drink a gallon of water.
- _____ 6. The hotel where Christine stayed in New Mexico had a lovely little *patio*.
- _____ 7. My grandfather always talks about how *long-lasting* his first lawn mower was.
- _____ 8. The scorpion *moved* under a rock when we approached it.
- _____ 9. Ray has a *very bad* cold; he ought to be in bed instead of at school.
- _____ 10. Diplodocus, one of the largest dinosaurs, was a *plant-eater*.
- _____ 11. The freeway heading into Los Angeles was absolutely choked with *cars*.
- _____ 12. Martin *thought* about why the character in the novel would have behaved the way she did.

- _____ 13. I knew we had a problem when I noticed that the wall behind the refrigerator was *wet*.
- _____ 14. When Roger first moved to his new school, Jose was the *niciest* person he met.
- _____ 15. Serafina sang her solo last night *very well*.
- _____ 16. Will you *start* dancing when everyone else does?
- _____ 17. The *acute* pain in my stomach didn't go away, so my mom called the doctor.
- _____ 18. I hope you won't *desert* me when I need you.

► **Exercise 2** Write an antonym in the blank to replace the word in *italics*. Use your dictionary or thesaurus as needed.

- _____ **happy** Mr. Nakajima seemed *glum* when I visited him in the hospital.
- _____ 1. Rachel's flight was scheduled to *depart* at 4:45 A.M.
- _____ 2. The candidate will be *available* for questions this afternoon.
- _____ 3. The movie was actually *lengthier* than it seemed.
- _____ 4. The *closing* time of the shop was posted in the window.
- _____ 5. What you are suggesting seems *possible*.
- _____ 6. Philip's mood seemed *buoyant* after what he had been through.
- _____ 7. They *believe* the political candidate's remarks.
- _____ 8. Lisa is one of the most *sensitive* people I know.
- _____ 9. Gina told me that Jim's apology was *heartfelt*.
- _____ 10. I couldn't think of going outside on such a *frigid* day!
- _____ 11. Many of the company's activities were *advisable*.
- _____ 12. I was surprised by how *polite* the visitor was.
- _____ 13. The bracelet he gave her for her birthday was very *costly*.
- _____ 14. The goalie on our soccer team moved to a *nearby* town.
- _____ 15. We all felt that Herb expressed his ideas *clearly*.

Lesson 92**Building Vocabulary: Homographs and Homophones**

Homographs are words that are spelled alike but have different meanings and sometimes different pronunciations. The root *homo* means “same,” and *graph* means “write.” *Beat* and *beat* are homographs. You can **beat** an opponent in a game, and you can appreciate a song’s **beat**.

Homophones are words that sound alike but are spelled differently and have different meanings. *Male* and *mail* are homophones.

► **Exercise 1** Write the italicized homograph’s part of speech. Write *N* for noun, *V* for verb, or *adj.* for adjective.

 N Sarah carefully opened the fragile *box*.

 V I will *box* in the tournament.

_____ 1. Her dress for the dance was a *pale* shade of purple.

_____ The farmer had to repair a *pale* in the wooden fence.

_____ 2. Many postal workers sorted the *mail* over the holidays.

_____ Will you please *mail* this letter for me?

_____ 3. My brother could *yak* on the phone all night.

_____ The *yak* is a large, shaggy-haired wild ox of Tibet.

_____ 4. A large *bull* charged the toreador as the crowd shouted, “Olé.”

_____ The Pope sent out an official *bull* to all his priests.

_____ 5. Will that sweater *fray* at the seams?

_____ A *fray* started after the football game between the cross-town rivals.

_____ 6. Walking on the *piled* carpeting was like walking on cushions.

_____ Our neighbor *piled* the firewood along the chain-link fence.

_____ 7. All passengers will *abandon* the sinking ship.

_____ Following final exams, the students left the school with reckless *abandon*.

_____ 8. The *slug* slowly crept across the pavement.

_____ Sometimes the boxers *slug* each other during a match.

_____ 9. The little girl refused to sit on Santa's *lap*.

_____ The waves *lap* quietly against the sides of the boat.

_____ 10. My best friend, Julie, *won* the writing contest at school.

_____ While sightseeing in South Korea, we had to exchange dollars for *won*.

► **Exercise 2** The words in parentheses are homophones. Underline the word that best completes each sentence.

The harder the wind (blew, blue), the colder it felt on the mountain.

1. The explorers finally discovered the (sight, site) of the ancient temple.
2. Chickens, ducks, and turkeys are all types of (foul, fowl).
3. By the time our friends arrived, they were several (hours, ours) late.
4. Phil was taking his favorite (you, ewe) to the state fair sheep contest.
5. If you don't (need, knead) bread long enough, it won't bake properly.
6. If you can, (would, wood) you please come a few minutes early to help me set up the chairs?
7. I'll never forget my first glimpse of the (sea, see) as we drove over the hill.
8. Finishing a marathon race is a (reel, real) accomplishment, no matter what your time.
9. Don't stand out there freezing—come on (in, inn).
10. Brittany likes to (reed, read) mysteries.
11. Helen should have received that package by now, since we (scent, sent) it last week.
12. Have you ever wanted to (sore, soar) in the sky like an eagle?
13. Sailing around the world alone in a tiny sailboat is an incredible (feet, feat).
14. We watched as the robin hopped down the sidewalk and ate a (whole, hole) fat worm.
15. Jordi is allergic to (bee, be) stings, so she always has to carry a special sting kit.
16. My sister gets up at half past (fore, four) in the morning to deliver newspapers.
17. I'm glad that people can now be (find, fined) for littering the beach.
18. This juice is (made, maid) from Florida oranges, isn't it?

Lesson 93**Basic Spelling Rules I****SPELLING /E AND /I/**

The *i* comes before the *e*, except when both letters follow *c* or when both letters are pronounced together as an \bar{a} sound. However, many exceptions to this rule exist.

believe (*i* before *e*) **receive** (*ei* after *c*) **eight** (\bar{a} sound) **height** (exception)

SPELLING UNSTRESSED VOWELS

An unstressed vowel is a vowel sound that is not emphasized when the word is pronounced. For example, in *com-bi-na-tion* the second syllable, *bi*, is unstressed. To determine how an unstressed vowel is spelled, think of a related word in which that syllable is stressed. To determine the spelling of the second syllable in *combination*, think of the word *combine*.

► Exercise 1 Write each word adding the missing vowel or vowels.

ach—ve **achieve** _____

1. retr—ve _____

9. rel—ve _____

2. v—l _____

10. influ—nce _____

3. penc—l _____

11. neg—tive _____

4. fant—sy _____

12. dram—tist _____

5. attend—nt _____

13. mel—dy _____

6. w—rd _____

14. conc—ve _____

7. c—ling _____

15. n—ghbor _____

8. perc—ve _____

16. gr—ve _____

ADDING PREFIXES

When adding a prefix to a word, simply keep the spelling of the word and attach the prefix. If the prefix ends in the same letter as the first letter of the word, keep both letters.

un + happy = **unhappy**

co + operate = **cooperate**

SUFFIXES AND FINAL Y

When a word ends in a consonant + *y*, change the *y* to *i* before adding a suffix. When the word ends in a vowel + *y*, keep the *y*. If the suffix begins with an *i*, keep the *y*.

fly + es = **flies** key + s = **keys** fly + ing = **flying** play + ing = **playing**

SUFFIXES AND SILENT E

When adding a suffix that begins with a consonant to a word that ends in silent *e*, keep the *e*.

achieve + ment = **achievement**

When adding a suffix that begins with a vowel or *y* to a word that ends in a silent *e*, drop the *e*.

give + ing = **giving**

When adding *-ly* to a word that ends in *l* plus silent *e*, drop the *le*.

possible + ly = **possibly**

When adding a suffix that begins with *a* or *o* to a word that ends in *ce* or *ge*, keep the *e*.

change + able = **changeable**

When adding a suffix that begins with a vowel to a word that ends in *ee* or *oe*, keep the *e*.

canoe + ing = **canoeing**

► **Exercise 2** Use the spelling rules in this lesson to spell the words indicated.

state + *-ment* **statement** _____

- | | |
|--------------------------------|-----------------------------------|
| 1. <i>pre-</i> + wash _____ | 10. <i>post-</i> + election _____ |
| 2. like + <i>-able</i> _____ | 11. amaze + <i>-ment</i> _____ |
| 3. reply + <i>-es</i> _____ | 12. try + <i>-ing</i> _____ |
| 4. hoe + <i>-ing</i> _____ | 13. <i>semi-</i> + formal _____ |
| 5. <i>co-</i> + write _____ | 14. noise + <i>-y</i> _____ |
| 6. compete + <i>-ing</i> _____ | 15. <i>dis-</i> + service _____ |
| 7. live + <i>-ly</i> _____ | 16. agree + <i>-able</i> _____ |
| 8. manage + <i>-able</i> _____ | 17. possible + <i>-ly</i> _____ |
| 9. debate + <i>-able</i> _____ | 18. quote + <i>-ing</i> _____ |

Lesson 94**Basic Spelling Rules II****DOUBLING THE FINAL CONSONANT**

Double the final consonant when a word ends in a single consonant following one vowel if the word is one syllable. The same rule applies if the word has an accent on the last syllable and the accent remains there after the suffix is added.

mop + *-ing* = **mopping**mad + *-er* = **madder**compel + *-ing* = **compelling**admit + *-ed* = **admitted**

Do not double the final consonant when the suffix begins with a consonant.

color + *-ful* = **colorful**kind + *-ness* = **kindness**bad + *-ly* = **badly**

Special case: When a word ends in *ll* and the suffix *-ly* is added, drop one *l*.

full + *-ly* = **fully**dull + *-ly* = **dully****FORMING COMPOUND WORDS**

When forming compound words, the spelling rule is very simple. Just put the two words together, even if it means having two consonants together.

book + keeper = **bookkeeper**back + pack = **backpack**

► **Exercise 1** Write in the blank the new word formed by combining the two words or word and suffix indicated.

jog + *-ing* **jogging** _____1. retreat + *-ing* _____10. win + *-er* _____2. count + *-ed* _____11. occur + *-ence* _____3. jack + *knife* _____12. light + *house* _____4. unforget + *-able* _____13. leader + *-ship* _____5. ship + *-ed* _____14. zoo + *keeper* _____6. war + *-ed* _____15. remember + *-ing* _____7. shrill + *-ly* _____16. wrap + *-er* _____8. regret + *-able* _____17. busy + *body* _____9. bold + *-ness* _____18. refer + *-ence* _____

GENERAL RULES FOR FORMING PLURALS

Most nouns form their plurals by adding *-s*. However, nouns that end in *ch*, *s*, *sh*, *x*, or *z* form their plurals by adding *-es*. If the noun ends in a consonant + *y*, change *y* to *i* and add *-es*. If the noun ends in *lf*, change the *f* to a *v* and add *-es*. If the noun ends in *fe*, change the *f* to a *v* and add *-s*.

desks foxes histories selves knives

SPECIAL RULES FOR FORMING PLURALS

To form the plural of proper names and one-word compound nouns, follow the general rules for plurals. To form the plural of hyphenated compound nouns or compound nouns of more than one word, make the most important word plural.

Andersons Montezes doormats blueberries
sisters-in-law secretaries of defense

Some nouns have irregular plural forms.

geese mice teeth children oxen

Some nouns have the same singular and plural forms.

deer sheep fish antelope

► **Exercise 2** Write in the blank the plural form of each word.

brother-in-law brothers-in-law

- | | |
|------------------|-------------------------|
| 1. notch _____ | 10. life _____ |
| 2. buzz _____ | 11. self _____ |
| 3. box _____ | 12. Morris _____ |
| 4. baby _____ | 13. passer-by _____ |
| 5. studio _____ | 14. goose _____ |
| 6. shelf _____ | 15. antelope _____ |
| 7. giraffe _____ | 16. head of state _____ |
| 8. belief _____ | 17. sheep _____ |
| 9. video _____ | 18. strawberry _____ |



Unit 14 Review: Building Vocabulary

► **Exercise 1** Underline the word or words in parentheses that correctly complete the sentence. Use a dictionary if necessary.

Cara's favorite class is (biology, biography).

1. (*Post, pre*) *meridiem* means "after noon."
2. The United States (exports, imports) grain to Russia.
3. A metronome, ticking rhythmically, helped the piano student keep the music's (beat, beet) consistent.
4. Lynn, a law student, carries class notes in a leather (scolex, portfolio).
5. The postal worker delivers our (male, mail) in the afternoons.
6. Dixie's shovel and (pail, pale) lay abandoned in the hot sand.
7. Did you test the car's (breaks, brakes)?
8. Because they cosigned the bank papers for a loan, (one, both) of them will have to pay it back.

► **Exercise 2** Write a synonym and an antonym for each word. Use your dictionary or thesaurus as needed.

WORD	SYNONYM	ANTONYM
remember	<u>recall</u>	<u>forget</u>
1. few	_____	_____
2. choose	_____	_____
3. delight	_____	_____
4. dirty	_____	_____
5. disorder	_____	_____
6. labor	_____	_____
7. assist	_____	_____
8. foolish	_____	_____

Name _____ Class _____ Date _____

9. true	_____	_____
10. common	_____	_____
11. boring	_____	_____
12. useless	_____	_____
13. merry	_____	_____
14. inspire	_____	_____
15. avoid	_____	_____
16. courage	_____	_____
17. steady	_____	_____
18. bold	_____	_____
19. joy	_____	_____
20. clumsy	_____	_____
21. morning	_____	_____
22. stand	_____	_____
23. last	_____	_____
24. float	_____	_____

► **Exercise 3** Add a prefix or suffix to the root of each italicized word. Write the new word in the blank.

_____ unmoved	not <i>moved</i>
_____	1. one who <i>dances</i>
_____	2. in the manner of <i>meekness</i>
_____	3. the opposite of <i>matter</i>
_____	4. full of <i>beauty</i>
_____	5. below the <i>soil</i>
_____	6. one who makes <i>music</i>
_____	7. full of <i>joy</i>
_____	8. in the manner of <i>boldness</i>

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Unit 14 Review: Basic Spelling Rules

► Exercise 1 Underline the word or phrase that is spelled correctly.

Our school (principle, principal) has many progressive ideas.

1. We will meet our (freinds, friends) at the movie tomorrow night.
2. Owning a dog is a large (responsability, responsibility).
3. The blizzard (delayed, delaid) my dad's flight.
4. Tamara and Vivian are going (shoping, shopping) for bathing suits.
5. The (chiefs of staff, chieves of staff) gathered in the conference room.
6. Pedro's (sister-in-laws, sisters-in-law) organized a surprise party for him.
7. We laughed when Grandpa's (fishhook, fishhook) got caught on his pants.
8. Julius was (totally, totaly) stunned to see his cat run up the oak tree.
9. The song says that Wyatt Earp was (couragous, courageous) and bold.
10. Visiting the Grand Canyon was an (unforgettable, unforgettable) experience.
11. I am sure Gracie will (recieve, receive) many compliments on her new purple sweater.
12. The twins plan to attend (seperate, separate) summer camps.
13. Carbohydrates, proteins, minerals, and vitamins are important (nutriants, nutrients) for the body.
14. Is your little brother as (nosei, nosy) as mine is?
15. The (monkies, monkeys) at the zoo entertained our class all afternoon.
16. Fireflies are (becomming, becoming) very active in the evenings now.
17. Please cut the pizza into two (halves, halves).
18. Juanita (led, lead) our field hockey team to victory.
19. My parents took many (photoes, photos) when we vacationed at Gettysburg.
20. Look at all the (deer, deers) scrambling out of the wood.
21. The weather has been extremely (changable, changeable) lately.
22. Dr. Berkowitz gave Amad (medecine, medicine) to help reduce the swelling of his sprained ankle.

► **Exercise 2** Write in the blank the word formed by combining two words or by combining the word with the prefix or suffix indicated.

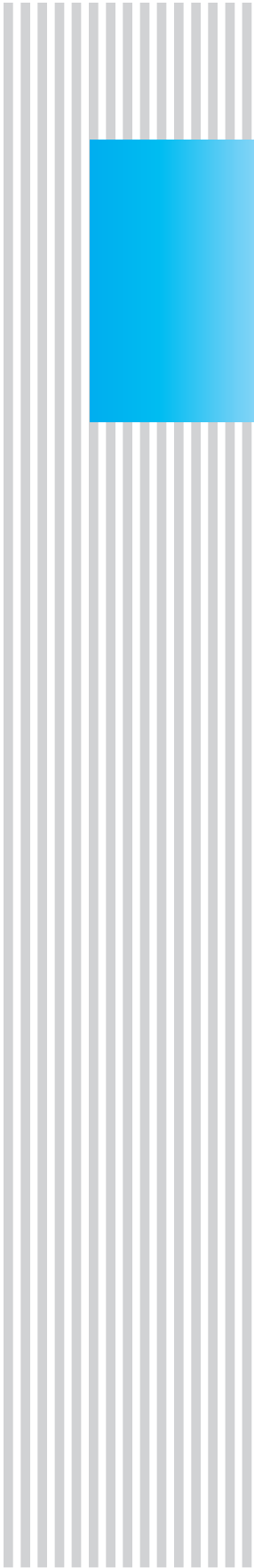
skate + *-ing* skating

- | | |
|----------------------------------|----------------------------------|
| 1. remarkable + <i>-ly</i> _____ | 11. refer + <i>-ed</i> _____ |
| 2. incredible + <i>-ly</i> _____ | 12. <i>co-</i> + operate _____ |
| 3. broken + <i>-ness</i> _____ | 13. <i>dis-</i> + service _____ |
| 4. <i>mis-</i> + spelling _____ | 14. imply + <i>-ed</i> _____ |
| 5. peace + <i>-able</i> _____ | 15. fly + <i>-ing</i> _____ |
| 6. benefit + <i>-ed</i> _____ | 16. occur + <i>-ence</i> _____ |
| 7. back + pack _____ | 17. grand + child _____ |
| 8. use + <i>-able</i> _____ | 18. busy + <i>-est</i> _____ |
| 9. fancy + <i>-ful</i> _____ | 19. <i>un-</i> + necessary _____ |
| 10. employ + <i>-ment</i> _____ | 20. sad + <i>-er</i> _____ |

► **Exercise 3** Write in the blank the plural form of each word.

music box music boxes

- | | |
|--------------------|----------------------|
| 1. atlas _____ | 9. sheep _____ |
| 2. key _____ | 10. Jones _____ |
| 3. echo _____ | 11. foot _____ |
| 4. wife _____ | 12. piano _____ |
| 5. fox _____ | 13. Monday _____ |
| 6. branch _____ | 14. son-in-law _____ |
| 7. audience _____ | 15. roomful _____ |
| 8. blueberry _____ | 16. giraffe _____ |



Composition



Unit 15: Composition

Lesson 95

The Writing Process: Prewriting

The **prewriting** stage of the writing process is an idea stage. Before you write, gather ideas and make choices about three things: your topic, your purpose, and your audience. Together, these three things make up the prewriting stage.

There are several ways that you can find a **topic**, or subject to write about. *Freewriting*, writing whatever comes to mind, can lead you to a general topic. You might also *make lists* that relate to one key word or idea or *ask general questions* about a subject that interests you.

Along with choosing a topic, you need to determine the **purpose**, or reason, for writing. Your purpose might be to describe, to amuse, to inform, to narrate, or to persuade.

Finally, you need to choose an **audience**, or who will read your written piece. Ask yourself “Whom am I trying to persuade?” or “Whom am I trying to inform?” The style, the words, and the information you include will depend on who your readers will be.

▶ Exercise 1 Spend 10 minutes freewriting about a recent event that happened in your school.

Answers will vary.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is a small blue mark near the top left corner.

► **Exercise 2** From your freewriting in Exercise 1, choose a specific topic that you could write about.

Answers will vary but should be related to the writing from Exercise 1.

► **Exercise 3** Choose at least two purposes for the topic you chose in Exercise 2. Determine an audience for each purpose.

Answers will vary; check that the chosen purpose and audience are appropriate for the topic.

► **Exercise 4** Write one or two questions that you might research before writing about each topic below.

Topic: Your community's activities for teenagers

What kind of activities do teenagers in our community enjoy?

Does the community provide those activities?

1. **Topic:** Your school's music programs

2. **Topic:** Air pollution

3. **Topic:** Organizations in your community that need young volunteer workers

4. **Topic:** Popular hairstyles

5. **Topic:** Preparing healthful meals

► **Exercise 5** Identify two possible purposes for each topic below.

Topic: How an eighth-grader can earn money during the summer

Purpose 1: to inform an eighth-grade reader of ways to earn money

Purpose 2: to persuade eighth-graders to earn their own money

1. **Topic:** An abandoned house in your neighborhood

Purpose 1: _____

Purpose 2: _____

2. **Topic:** Your school's student council elections

Purpose 1: _____

Purpose 2: _____

3. **Topic:** Resolving fights with friends

Purpose 1: _____

Purpose 2: _____

4. **Topic:** Your household chores

Purpose 1: _____

Purpose 2: _____

5. **Topic:** Fixing something that is broken

Purpose 1: _____

Purpose 2: _____

► **Exercise 6** Identify one audience and one purpose for each topic.

Topic: An increase in allowance

Purpose: To persuade your parents to raise your allowance

Audience: Your parents

1. **Topic:** A movie you saw last weekend

Purpose: _____

Audience: _____

2. **Topic:** Your commitment to physical fitness

Purpose: _____

Audience: _____

3. **Topic:** An embarrassing moment from elementary school

Purpose: _____

Audience: _____

4. **Topic:** Explaining the steps to your favorite dance

Purpose: _____

Audience: _____

Lesson 96**The Writing Process: Drafting**

After the prewriting stage, begin **drafting**, or writing, your piece in paragraph form. From the topic and purpose, you can create the **theme**, the point the piece will try to make. State the theme in a **thesis statement** in the first paragraph. Each paragraph usually has a *topic sentence*, or a statement of the main idea, and several supporting sentences that relate details about the topic. While writing, consider your chosen audience. The audience, as well as the theme and purpose, determines the style or voice of your writing. The **style** or **voice** gives your writing its “feel.”

► **Exercise 1** Create five thesis statements. For each thesis, use one topic and one purpose from the list below. You may repeat a topic to use with a different purpose.

PURPOSES

to describe
to inform
to narrate
to persuade
to instruct
to create a mood
to entertain

TOPICS

horseback riding
oil
U.S. population
Star Trek
the Civil War
coffee
swimming

the Navy
cats
television
fairy tales
baseball
popular music
Michigan

painting
comic books
the moon
cars
poetry
watches
newspaper

Purpose: to describe**Topic:** moon**To the naked eye, the moon looks like a large wedge of blue cheese.**

1. _____

2. _____

3. _____

4. _____

5. _____

► **Exercise 2** Write a topic sentence and two supporting sentences for three of the following topics and purposes.

Topic: computers **Purpose:** to instruct

Computers are machines that process and store information.

They consist of a monitor, a keyboard, and the computer itself, which does the processing.

A computer disc stores the information for running the computer and operating programs.

1. **Topic:** your state **Purpose:** to persuade

2. **Topic:** popular music **Purpose:** to inform

3. **Topic:** cars **Purpose:** to describe

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4. Topic: the night sky **Purpose:** to describe

5. Topic: fads **Purpose:** to amuse

6. Topic: a friend **Purpose:** to narrate

7. Topic: etiquette **Purpose:** to inform

► **Exercise 3** Describe a voice or style that would be appropriate for the following audiences.

Type of writing and audience: letter to U.S. senator

Voice or style: formal and respectful

1. **Type of writing and audience:** a note to a friend

Voice or style: _____

2. **Type of writing and audience:** a paper for the American Science Foundation

Voice or style: _____

3. **Type of writing and audience:** editorial

Voice or style: _____

4. **Type of writing and audience:** an article for a school newspaper on the gymnastics finals

Voice or style: _____

5. **Type of writing and audience:** an apology to a teacher

Voice or style: _____

► **Exercise 4** Write a paragraph about a specific change you would like to see in your community. Your audience is made up of political leaders from your community.

Students should focus on a specific area of concern. Paragraphs should be informative, somewhat persuasive, and written in a formal style.

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Lesson 97**The Writing Process: Revising**

After you complete a first draft, you will want to **revise**, or improve, your writing. Revising allows you to improve the quality of your sentences and paragraphs. As you revise, check for three things. First, make sure that your paragraphs support your theme. Second, make sure that your organization is logical and that your details support your topic sentences. Third, check for clarity. Your sentences should be clear and logically linked.

► **Exercise 1** Rewrite each paragraph, leaving in only the details that support the topic sentence.

1. One of my favorite authors is Toni Morrison, an African American writer who was born in Ohio. Many famous writers were born in Ohio. My favorite book by Morrison is *The Bluest Eye*. It is about a girl who thinks that her horrible life will be better if she can change the color of her eyes. Another one of my favorite writers is Richard Wright. I just finished reading *Song of Solomon*, another of Morrison's award-winning novels.

2. Charles stood on the pitcher's mound, staring down at the batter. He fiddled with the ball in his glove, not sure what pitch to throw. The shortstop backed up to the outfield grass, anticipating the play. Charles knew that the outcome of the game could be decided by this one pitch. He couldn't believe that two of his teachers had given tests on the day of the big game. He wound up and fired toward home plate, pouring every ounce of energy into his right arm.

3. Benjamin’s backpack was full of practical camping gear. We got to our campsite and decided the first thing we had to do was build a fire. Sarah went to gather wood, while Benjamin pulled some old newspapers from his backpack and began tearing them into strips. Alicia and Ted cleared a spot on the ground and went searching for rocks to place around the fire. Colorado is known for its abundance of granite rocks. Sarah’s mom joked that she had forgotten the matches, but she had just left them in the car. The last time we went camping, we didn’t have a fire.

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3. An example of the proper way to use *lie* is “I need to lie down because I’m not feeling well.” I always need to look in a dictionary to see which word to use. An example of the proper way to use *lay* is “Do you want me to lay the clothes on top of the dryer?” I have trouble using the words *lie* and *lay*.

► **Exercise 3** Revise the paragraph below for order and clarity.

Many animals can perform amazing leaps. Only one is the champion jumper of the animal world. If you guessed the kangaroo, you’re wrong. It’s not even the frog, or grasshopper either. A special elastic material in its rear legs lets the flea make vertical leaps. The distances are astounding. This elastic material is like a tiny spring. It stores energy. Then it is suddenly released when the flea jumps. This gives the flea its stupendous jumping ability. If humans could jump 130 times their own height, they could jump over the Eiffel Tower! The tiny flea, which can jump 130 times its own height, takes the prize.

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Lesson 98**The Writing Process: Editing**

After revising your writing to make it clear, you need to edit your work. When you **edit**, you correct errors in grammar, usage, spelling, capitalization, and punctuation. Use the following proofreading marks.

TO:	USE THIS MARK:	EXAMPLES
insert	^ (caret)	corect ^r
delete	↵ (dele)	thex x
insert a space	# ^	allright [#]
close up a space	⌋	tele⌋phone
capitalize	≡	georgia [≡]
lower case	/	Block [/]
check spelling	⬭ ^{sp}	nucleer ^{sp}
switch order	⌢	the store⌢local
indicate new paragraph	¶	. . . at the end. ¶ The winter . . .

► **Exercise 1** Edit each sentence for spelling, punctuation, and capitalization errors.

We won't be able[⌋] to make it to philadelphia[≡] by five oclock[^].

1. mike asked Mary to go to a fourth of July picnick.
2. I looked around for her, but she wis not their.
3. The can oe capsized, making Cecil angri.
4. In the event of an emergincy, please exit the bilding?
5. In 1976, he attend ed the university of california.
6. I use A special racket when Im in a tournamint.
7. Hemade a small down payment with the Money he earned mowing mr kahn's yard.

8. My grandfather owns a ^{sp}store hardware in idaho.
9. Making speeches is the bestwayto refine yor communication skills.
10. I ansered the phone, but noone was there.
11. She gave me a note, which I didnt understan.
12. I remember whne he came to hour school.
13. this Summer I read the book *The Gathering* By Virginia Hamilton.
14. Sante fe, New mexico, is a beautiful spott.
15. Proofread you're sentences closely for spelling errers.
16. Raphaels closet was filled with clothes that didnt fit.
17. Alishas' house is on Forest avenue.
18. Can you lend me some money to by Katherine a valentine's day present.
19. The subway was fourty mintes late on wendesday.
20. I need knew glasses.

► **Exercise 2** Edit each sentence for spelling, punctuation, capitalization, and grammar.

The ^{sp}fakt that Julia can[#]do this amaze^s me.

1. He past the ball in the knick of time.
2. after a while, the theif came back threw the window.
3. Sym phonic music filt the concert hall.
4. Willie spent thirteen dollors on his Girlfriend.
5. The Smiths bring plenty of of matches whenthey goes camping.
6. Josie and me are coming down this wekend.
7. i wander why he didnt' bring his sister.

8. John f kennedy was a popular presädent.
9. Did mary called from the university of austin observatory?
10. The secret passage led them too a hiddne room.
11. First pre heat the oven, than bake, for twenty minutes.
12. The countrys landiflls are all most full.
13. We had grate time watching the Houston astros.
14. MS. ruiz and I has the same middle name.
15. Maria's Uncle an Aunt live near Mt. Rushmore.
16. There aren't no apples in the refrigerator.
17. After the Midnight movie, they took there time going home.
18. Kalyn and Luisa runs three miles everday.
19. Mr. franklin delivered the letter from mymom on tuesday.
20. Latoya and me explained the accident to officer Kelton.

► **Exercise 3** Edit each paragraph.

1. One of the most exciting times to watch of these butter flies is in late Winter and early spring. They emerge from hibernation, and you can see them flew about, long before the leafs and flowers blooms. It is interesting to see them feed on the sap from recently cut trees and ranches. Later in spring, the caterpillars begin to hatch.
2. Lamont arrived and I arrived in Baltimore on March 8. Aunt Glenda and uncle Leon were waiting fore us at the the airprot. They had tickets for a base ball game, so went strait their and then we all three went out to eat at an Jamaican restaurant called Mickey's. Its a day we'll never forget.

3. My friend Kyle and me has decided to start a recycling program in our neighborhood. We've called a meeting on thursday and have invited allof the neighbors. Were going to ask themto save there aluminum, plastic, and glass containers. Every Saturady morning we'll go door-to-door andcollect them. Then, with my stepFather's help, we'll load them into his van and then after we have a full load, we'll thake them to the recycling bins at madisons grocery.

Lesson 99**The Writing Process: Presenting**

After you have completed your writing, it's time to **present** it to your audience. Whether it is a teacher, a family member, or a judge, your audience is something you've been thinking about since the prewriting stage. Your audience has helped determine the style or voice of your writing.

You might present some pieces of writing by handing them to your teacher. You might present other pieces more publicly. For example, you could send a letter you've written to a local newspaper or to your governor, prepare a movie review for the school newspaper, or give a speech to the members of a club. Writers have many ways or places in which to present their work—including newsletters, newspapers, magazines, radio, television, and even the stage and concert hall!

► **Exercise 1** Suggest a place in which to present each type of writing described below.

review of an art show at your school school newspaper or local art magazine

1. letter complaining about a product that was faulty _____

2. poem about children _____
3. request for information about water pollution in your community _____

4. humorous song about people who play football _____

5. research report on the effects of loud music on listeners _____
6. family recipe for holiday cookies _____
7. public service announcement describing a car wash sponsored by your class

8. article describing teen-agers' opinions of a law that raises the driving age

9. biography of someone famous who lives in your city _____
10. review of a children's movie _____

- 11. campaign speech for student council _____

- 12. request for donations to save a local endangered animal _____

- 13. travel log and slides of your recent trip to Japan _____

► **Exercise 2** Choose a form of writing in Exercise 1 that interests you. Write a piece that fits into that category. Then describe your audience and list possible places in which to present your work.

Audience: _____

Places to Present: _____

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Lesson 100**The Writing Process: Outlining**

Outlining is a way to organize prewriting information before you begin your first draft. The information in an outline is ordered from general to specific. To write an outline, indicate your main topics with roman numerals. Indicate supporting details with capital letters. If you subdivide your supporting details, use regular numbers. If a main topic has subtopics, there must be at least two subtopics. If you divide a subtopic, there must be at least two divisions. An outline of an essay about how to plan a party might begin like this:

- I. Things to do before the party
 - A. Send invitations
 - B. Buy food
 - 1. Pizza for ten
 - 2. Plenty of soft drinks
- II. Things to do after the party
 - A. Take friends home
 - B. Clean up

► **Exercise 1** Reorganize the topics in the outline so that they are in the proper order.

- I. I want to develop better student/adult relations
 - A. Why I am running for student council
 - 1. Redecorate cafeteria
 - 2. Student/teacher mentor program
 - B. Put more student artwork in halls
 - 1. I want to make school more cheerful
 - 2. Student suggestion box in office

► **Exercise 2** Organize the following topics and details into an outline about Antarctica.

- | | |
|--|--|
| Rarely above 32° F (0° C) | Plants and animals |
| World's lowest temperature recorded here in 1983 | Large enough to be considered a continent |
| Size | Coastal waters have large numbers of penguins, seals, and whales |
| Larger than either Europe or Australia | Temperature |
| | Interior has only a few small plants and insects |

► **Exercise 3** Prewrite for 10 minutes about a place you have visited. Then construct an organized outline from your notes.

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Lesson 101**Writing Effective Sentences**

To capture and keep your reader's attention, you need to use a variety of sentence types in your writing. Vary the length of your sentences by making some long and some short. This helps to create a sound and a rhythm in your writing that will hold your reader's interest. Too many short sentences make your writing sound choppy. Too many long sentences make your writing harder to follow. Also, vary the order of words and phrases in sentences. Instead of always starting with the subject and verb, try starting with a phrase. You can also create variety by combining two sentences that express the same idea into one sentence.

Most of your sentences will be in the **active voice** with the subject performing the action. For example, "**Hal baked the cake**" is in the active voice. Sentences written in the **passive voice** have less direct action: "**The cake was baked by Hal.**" Both examples give the same information, but the sentence written in the active voice is more direct and more interesting than the one written in the passive voice. Generally, use passive voice only when you do not know or do not want to state who or what is performing the action.

► **Exercise 1** Rewrite each sentence. Add details and use active voice to make each sentence more interesting.

The present was given to me by my aunt. Aunt Carlotta gave me a copy of my favorite book, autographed by the author.

1. Matt and his dad go on vacation together.

2. Principal Hoffman had been tricked.

3. The bulletin board fell down from the wall.

4. Alton works on computers.

5. The Beatles were a band that had many hit songs.

6. Janet is employed at a coffee house.

7. The house lights were turned on by Lucinda.

8. The new year was celebrated by all of us.

9. Gabriel plays guitar.

10. The pilot amused the passengers.

► **Exercise 2** In each sentence determine whether the verb is in the active voice or in the passive voice. Rewrite the sentence to be in the opposite voice.

Sixteen candles decorated the cake. active; The cake was decorated with sixteen candles.

1. The letter was written by Yori. _____

2. The painting was stolen by the thief. _____

3. The car was driven by Frederick. _____

4. Anthony was hit by a car. _____

5. Jeanine worked on her paper. _____
6. The glasses were broken by the server. _____
7. He put the clothes there last week. _____
8. Mr. Hall teaches history. _____
9. The gift was accepted by Tricia. _____
10. Mike figured out the strategy. _____
11. The soldiers attacked the fort. _____
12. Alvin broke the compass. _____
13. Aretha paddled the canoe down the river. _____

14. The radio was turned on by Veronica. _____
15. The kiln was fired by Mrs. Pei. _____

► **Exercise 3** Combine each set of three sentences to make one sentence that is more effective.

- a. All living things are made of cells.
- b. Protozoans are single-celled animals.
- c. Humans have millions of cells.

Living things can be single-celled, like protozoans, or they can have many millions of cells like humans.

1. a. Looking for fossils is fun.
- b. Fossils can be thousands of years old.
- c. Fossils are the remains of ancient animals and plants.

2. a. Newspapers are filled with information.
- b. Most newspapers cost less than a dollar.
- c. I like reading newspapers.

3. a. Cars are a convenient form of transportation.
b. Cars emit exhaust.
c. Exhaust from cars causes air pollution.
-

4. a. Twelve people volunteered.
b. Six said they could work part time.
c. Six said they could work full time.
-

5. a. I turn on the radio every day.
b. There are many radio stations.
c. I like to listen to rock music.
-

6. a. I want to buy a yearbook.
b. The yearbooks are ten dollars this year.
c. I've been saving money.
-

7. a. My friend's name is Roscoe.
b. We're going to the concert.
c. We were able to get front-row seats.
-

8. a. On Saturday, I have to baby-sit for my brother.
b. She invited me to the dance Saturday.
c. How can I tell her?
-
-

9. a. My dog's name is Big Ben.
b. He loves to swim.
c. Big Ben is a golden retriever.
-

10. a. Many people suffer from stress.
b. Stress causes heart disease.
c. High blood pressure can be a sign of stress.
-

Lesson 102**Building Paragraphs**

Sentences in a paragraph can be arranged in different ways. **Chronological order** places events in the order in which they happened. **Spatial order** is the way that objects appear and relate to each other, as in a room or on a street. **Compare/contrast order** shows similarities and differences between objects or ideas.

The following paragraphs use the same idea, but the first uses compare/contrast order, the second uses spatial order, and the third uses chronological order.

I had trouble deciding between the two shirts. I liked the first shirt because it was my favorite color and fit nicely. However, it was just too expensive. The second shirt was five dollars cheaper and almost as nice as the first, so I bought it instead.

The pullover shirt I bought has swirls of white and blue on a red background. It has a blue knitted collar and short sleeves with blue knitted cuffs. At the neckline are three white buttons.

Before I buy a new shirt, I follow a special routine. First, I look for at least three shirts that I want to try on. Then I go back to the dressing room and put each one on in front of the mirror. After I've done that, I ask my friend to give me his opinion.

► **Exercise 1** Identify the type of order used in each sentence. Write **CC** for compare/contrast order, **S** for spatial order, or **CH** for chronological order.

- CH Sew the shoulder seams before the side seams.
- _____ 1. Sports cars are better than luxury cars when it comes to performance.
- _____ 2. While Mel's place was just next door, the only way to get there from here was down the stairs and around the fence.
- _____ 3. The lake was covered with so many geese that we had trouble seeing the tiny rowboat.
- _____ 4. On Tuesday, the council voted on the referendum, but it was not until Friday that they received the court order.
- _____ 5. In the entrance to the museum sat a large marble statue surrounded by gilded paintings.
- _____ 6. The offices of both Findlay and Brown are run like well-oiled machines.
- _____ 7. He was born in 1922, which was before the Great Depression.
- _____ 8. Evergreen trees stay green all year, but deciduous trees lose their leaves in winter.

- _____ 9. First, postal workers sort the letters by zip code according to state, and then they file them in the appropriate mail slots.
- _____ 10. Gale’s upstairs apartment overlooks the park, and as you walk in, you get a breathtaking view through her picture window.

► Exercise 2 Number the following sentences in chronological order.

- _____ Explain to her that you want the seats my brother reserved for us.
- _____ Follow these steps when you call to order our concert tickets.
- _____ When she comes to the phone, tell her that I told you to call.
- _____ Call and let me know when we can pick them up.
- _____ Ask to speak to Rachel.
- _____ Call the first of the three numbers listed in the phone book.

► Exercise 3 Use compare/contrast order to write a paragraph about one of the following topics: your favorite relative; your last year in school compared to this year in school; the effect of pollution on the area where you live.

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► **Exercise 4** Write three short paragraphs about your favorite store or restaurant. Use spatial order in your first paragraph, chronological order in your second paragraph, and compare/contrast order in your third paragraph.

[illegible]

► **Exercise 5** Arrange these sentences in chronological order.

- _____ These chemicals stimulate the nerves, which, in turn, send messages to the brain.
- _____ Your tongue is covered with tiny bumps, small ones toward the front, larger ones toward the back.
- _____ When you eat something, chemicals in the food touch the tips of the nerve endings in the taste buds.
- _____ The experience of flavor is created by the combination of taste and the smell of the food.
- _____ Inside these approximately 9000 bumps are tiny bundles of nerves called taste buds.

Lesson 103**Paragraph Ordering**

Revising a first draft includes checking the unity, or **coherence**, of paragraphs. Open each paragraph with a topic sentence that states the main idea. Follow it with supporting sentences that back up that idea. Connect the sentences in a clear and logical way. Use words and phrases called **transitions** to link the sentences so they flow naturally. The following are some common transition words: *and, also, but, however, next, after, then, finally, since, therefore*. Sometimes you can organize multiple points using words like *first, second*, or *on the other hand*. Paragraphs in a paper should be coherent in the same way sentences in a paragraph should be coherent. Use transitions to link paragraphs.

► **Exercise 1** Underline the sentence in each paragraph that should be the topic sentence.

1. First, ask your neighbors if they have any odd jobs you can do. You might be able to help a neighbor with a garden, baby-sit, or take care of someone's pet while he or she is on vacation. Another way to earn money is to have a yard sale. If you are short on cash during your summer vacation, here are some ways to earn money. You and your friends can gather old clothes or household items that are no longer needed and share the profits from the sale.
2. The first stage is infancy. The infancy stage is the first year of a child's life. In the second stage, the child is called a toddler. The toddler stage is from ages one to three. Between the ages of three and five, a child is called a preschooler. There are three stages of early childhood.
3. I have to decide whether to join the volleyball team or the basketball team. I can't play on both teams because the teams practice on the same days. I played on the volleyball team last year, so it might be fun to do something different this year. Before the end of the day, I have to make a tough decision. On the other hand, I know more people on the volleyball team.

Exercise 2 Write three cohesive and unified paragraphs, using the given facts. Add details to make each paragraph more interesting.

1. Jerome does volunteer work.
He volunteers at the local children’s hospital.
He helps to plan play-time activities for the young children.
Donnella is his favorite patient.

2. Teresa and I are planning a surprise party.
Kira will be twelve this Saturday.
Teresa is going to take her somewhere.
We’re going to decorate the house while she’s gone.
She’ll be surprised when she walks through the door.
Everyone will be hiding inside the house.

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3. To find out what's happening in the world, I can read the newspaper or watch the news on television.

I can't decide whether I get more information from the newspaper or television.

On television, I can see what things look like.

News stories are shorter on television because the time is limited.

Newspapers give me more information because they don't have to worry about time.

I can read newspapers whenever I want to during the day.

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- ▶ Exercise 3** Each sentence below represents the topic sentence of a paragraph about Martin's Lake. Check the sentence that best continues the story started in paragraph one.

Paragraph One: Nothing cools me off better on a hot summer day than bobbing around in Martin's Lake. Let the sun burn off my pale shell, as long as there's cool refreshing pond water to rinse away the heat!

- _____ In the winter, dozens of ice skaters glide across the lake or hover around the fire barrel.
- _____ Citizens of Martinsville enjoy night fishing at the lake.
- _____ My summer romance with Martin's Lake began when I was twelve.
- _____ A gaggle of geese honk out their warnings to lake visitors.

Name _____ Class _____ Date _____

► **Exercise 4** Write a two-paragraph announcement about an upcoming event at your school. Make sure details are presented in proper chronological order and that paragraphs one and two are clearly linked.

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Lesson 104**Personal Letters: Formal**

A **personal letter** is often a letter to a friend or relative, an invitation, or a thank-you note. Different situations call for different kinds of personal letters. A letter to an adult relative or an adult acquaintance will probably have a different tone and style of writing than a letter to a friend or someone your own age. A letter to an adult is usually more formal. Avoid slang when writing formal letters, and show respect for your reader. However, a formal letter does not have to be uninteresting. Use descriptive language in a formal letter, and include some personal information. If you are writing a thank-you note, include a detailed description of the gift and what you intend to do with it.

Dear Uncle Otis,

Thank you for your wonderful birthday present. The portable stereo you gave me is something I have been hoping for. I plan on taking it to my aerobics class to replace the old radio my instructor uses. I can also take it outside while I practice basketball.

I hope that you and Aunt Florence are doing well, and I hope that you can come see me play when the basketball season begins. I look forward to seeing you at Thanksgiving.

Again, thank you for the thoughtful present.

Love,
Rhonda

► **Exercise 1** Revise the following letter to make its style more formal.

Hey Grandma,

How's it going? Thanks for throwing me that awesome birthday party. It was a real blow-out! My friends thought you guys were really cool, even though you're older.

Man, that cake you made was so great, and even though I thought the games you and Mom made up were going to be really goofy, my friends were into them!

Thanks again, you're the greatest.

See ya,
Chris

Name _____ Class _____ Date _____

► **Exercise 2** Write either a formal letter to a relative, inviting him or her to a school activity, or a formal letter to a teacher, counselor, or coach expressing thanks for something special she or he did.

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Lesson 105

Personal Letters: Informal

Informal letters are a good way to keep in touch with friends and relatives close to your own age. You might send an informal letter to a pen pal or write an informal letter on a postcard. In an informal letter, you can use slang and language that is more conversational in tone.

► **Exercise 1** Write a letter to a friend who has moved to another city or town. Explain what you have been doing while your friend has been away.

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► **Exercise 2** Write a postcard to a relative who is close to your age. Imagine that you are on vacation in the town, city, or area where you live. Describe what it looks like and what there is to do.

► **Exercise 3** Write a postcard to a friend describing a place you have been to that your friend has not visited.

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Lesson 106

Business Letters: Letters of Request or of Complaint

A **letter of request** is a letter asking for information or service. It is written in a formal style. When writing a letter of request, it is important to be clear and courteous. Explain what you need and why you need it. Be sure to provide the reader with enough information to answer your request.

► Exercise 1 Revise the following letter of request.

Ms. Eckhart:

I need more information about that program of yours, the Youth Recycling Initiative. I'm real good with recycling stuff, I know alot about it. I'd like to do some work for you because maybe someday I'll get into recycling as a career. So please send me some information, and I hope we can work together.

Thanks,

Emmett Turner

A **letter of complaint** is a letter informing someone of a problem or a concern. It is sometimes a request for action. Even though you may be upset when writing such a letter, you do not want to offend your reader. The letter should be reasonable, clear, and concise. Explain the problem and how you wish the reader to respond to it.

► **Exercise 2** Revise the following letter of complaint.

Restaurant Manager
Torito's
531 Smith Rd.
Lexington, KY 40516

April 3, 1996
Restaurant Manager,
What's up with your price changes? Are you trying to keep kids out? We've been giving you all this business after school for two years, and this is the thanks we get? Boy, am I mad!
I tell you, you better lower your prices again! We're all going to go somewhere else if you don't, and then you'll be sorry when you go out of business and you're poor and broke.
With anger,
Jill and Billy

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Lesson 107**Business Letters: Stating Your Opinion**

An **opinion letter** states your view of a subject. Audiences for an opinion letter might include a newspaper's editors and readers, government officials, leaders of organizations, or business people. When writing an opinion letter, your tone should be formal. A good opinion letter also contains plenty of facts to support your opinion.

The following is an example of a brief, but effective, opinion letter:

Sports Editor
Daily Chronicle
1574 Clarence Dr.
Ion, WA 43125

July 16, 1996

Dear Editor:

Not only is Clarence Williams a football hero, but he is a hero in community service as well. One of your writers recently made the mistake of assuming that Clarence is not involved in making this community a better place. Just because Clarence won't blow his own horn, it doesn't mean he's not involved with the community.

Clarence established the Big Red Fund, which challenges 3,000 students in 7 junior high schools to stay in school and study hard. Clarence has visited the schools and donated money for computers and science laboratory equipment. Also, Clarence worked with a local food bank to deliver meals to 100 needy families at Christmas.

Although he receives no media attention for his deeds, Clarence Williams is indeed making a contribution to our community.

Sincerely,
Judy O'Rourke

► **Exercise 1** Revise the following opinion letter. Add details if necessary.

Dear Congressman Riley,

I can't believe you voted against more funding for community parks! How ridiculous! We need more money here in your hometown for our local park. Maybe if you were here more often you would know that. Maybe you can still do something about it. Lots of people and especially kids are counting on you.

Local businesses won't donate money. They say there are more important things to spend

money on in this town. And they won't listen to kids anyway, and the adults here aren't doing anything!

Help!

Aminah Wilson

► **Exercise 2** Imagine that your school has suggested fining parents if their children skip school. Develop an opinion on this issue, weighing the good points and bad points. Then write an opinion letter to the principal of the school.

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Grammar & Composition HANDBOOK



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Part One

Ready Reference

The **Ready Reference** consists of three parts. The **Glossary of Terms** is a list of language arts terms with definitions and examples. Page references show you where to find more information about the terms elsewhere in the book. The **Usage Glossary** lists words that are easily confused or often used incorrectly and explains how to use the words correctly. The third part is **Abbreviations**, which consists of lists of many commonly used abbreviations.

*By day and night
I sing this song:
"All right's all right,
Alright's all wrong."*

— Willard R. Espy,
Say It My Way

continual

continually

continuous

continuously

Regardless

[not Irregardless]

neither . . . nor

either . . . or

correlative conjunction

both . . . and

not only . . . but also

this

that

demonstrative adjective

those

these

Tues.

RSVP

abbreviations

AVE

CST

B.C.

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GLOSSARY OF TERMS

A

abbreviation An abbreviation is a shortened form of a word or phrase. Many abbreviations are followed by periods (pages 276–278).

EXAMPLES Mrs., Tues., Dec., Mont., NBA, ft., St., RI

abstract noun An abstract noun names an idea, a quality, or a feeling that can't be seen or touched (page 82).

EXAMPLE Her **bravery** and **courage** filled us with **admiration**.

action verb An action verb is a verb that expresses action. An action verb may consist of more than one word (pages 97–98).

EXAMPLES The director **shouts** at the members of the cast.

The lights **are flashing** above the stage.

The play **has begun**.

active voice A verb is in the active voice when the subject performs the action of the verb (pages 111–112).

EXAMPLE Thornton Wilder **composed** that play.

adjective An adjective is a word that describes, or modifies, a noun or a pronoun (pages 144–152, 164–165).

HOW ADJECTIVES MODIFY NOUNS

WHAT KIND? We studied **ancient** history.

HOW MANY? I read **four** chapters.

WHICH ONE? **That** invention changed history.

adjective clause An adjective clause is a subordinate clause that modifies, or describes, a noun or a pronoun in the main clause of a complex sentence (pages 195, 197).

EXAMPLE The Aqua-Lung, **which divers strap on**, holds oxygen.

adjective phrase An adjective phrase is a prepositional phrase or a participial phrase that modifies, or describes, a noun or a pronoun (pages 178, 206–207).

EXAMPLES The servers **at the new restaurant** are courteous.
[prepositional phrase modifying *servers*]

The musician **seated at the piano** is Erik. [participial phrase modifying *musician*]

adverb An adverb is a word that modifies a verb, an adjective, or another adverb (pages 158–167, 179–180).

WHAT ADVERBS MODIFY

VERBS People *handle* old violins **carefully**.

ADJECTIVES **Very** *old* violins are valuable.

ADVERBS Orchestras **almost** *always* include violins.

WAYS ADVERBS MODIFY VERBS

ADVERBS TELL **EXAMPLES**

HOW grandly, easily, completely, neatly, gratefully, sadly

WHEN soon, now, immediately, often, never, usually, early

WHERE here, there, everywhere, inside, downstairs, above

adverb clause An adverb clause is a subordinate clause that often modifies the verb in the main clause of a complex sentence. It tells *how*, *when*, *where*, *why*, or *under what conditions* the action occurs (pages 198–199).

EXAMPLE **After we won the meet**, we shook hands with our opponents.

An adverb clause can also modify an adjective or an adverb.

EXAMPLES Carson is younger **than I am**. [The adverb clause *than I am* modifies the adjective *younger*.]

Sherry walks faster **than her brother runs**. [The adverb clause *than her brother runs* modifies the adverb *faster*.]

adverb phrase An adverb phrase is a prepositional phrase that modifies a verb, an adjective, or another adverb (page 178).

ADVERB PHRASES

MODIFIES A VERB The servers *dress* **like movie characters**.

MODIFIES AN ADJECTIVE The restaurant is *popular* **with young people**.

MODIFIES AN ADVERB The restaurant opens *early* **in the morning**.

agreement Agreement is the match between grammatical forms. A verb must agree with its subject. A pronoun must agree with its antecedent (pages 73, 132–133, 181, 216–224).

EXAMPLES Both **ducks** and **swans** *swim* in this lake. **[subject-verb agreement]**

Jerry and his **brother** visited **their** grandparents.
[pronoun-antecedent agreement]

antecedent An antecedent is the word a pronoun refers to. The word *antecedent* means “going before” (pages 128–130).

EXAMPLE **Max** likes to read books. **He** particularly likes novels. **[He refers to Max. Max is the antecedent of He.]**

apostrophe An apostrophe (') is a punctuation mark used in possessive nouns, possessive indefinite pronouns, and contractions. In contractions an apostrophe shows that one or more letters have been left out (pages 273–274).

EXAMPLES Shefali's friends don't always understand her.

Cameron's asking for everyone's help.

appositive An appositive is a noun that is placed next to another noun to identify it or add information about it (pages 89–90).

EXAMPLE James Madison's wife, **Dolley**, was a famous first lady.

appositive phrase An appositive phrase is a group of words that includes an appositive and other words that modify the appositive (pages 89–90).

EXAMPLE Madison, **our fourth president**, held many other offices.

article The words *a*, *an*, and *the* make up a special group of adjectives called articles. *A* and *an* are called **indefinite articles** because they refer to one of a general group of people, places, things, or ideas. *A* is used before words beginning with a consonant sound. *An* is used before words beginning with a vowel sound (page 147).

EXAMPLES **a** union **a** picture **an** hour **an** easel

The is called the **definite article** because it identifies specific people, places, things, or ideas (page 147).

auxiliary verb *See helping verb.*

B

base form A base form is the simplest form of a word. *Small* is a base form; other forms of *small* are *smaller* and *smallest*. *Be* is a base form; other forms of *be* are *am*, *is*, *are*, *was*, *were*, *being*, and *been* (pages 104, 113–116, 149–150, 163).

C

clause A clause is a group of words that has a subject and a verb (pages 192–201). *See also adjective clause, adverb clause, main clause, noun clause, and subordinate clause.*

closing A closing is a way to end a letter. It begins with a capital letter and is followed by a comma (page 249).

EXAMPLES

Yours truly, Sincerely, With love, Your friend,

collective noun A collective noun names a group of people, animals, or things. It may be singular or plural, depending on the meaning of the sentence (pages 85, 220–221).

EXAMPLES The **team** shares the field with its opponent.

The **team** share their jokes with one another.

colon A colon (:) is a punctuation mark. It's used to introduce a list and to separate the hour and the minutes when you write the time of day. It's also used after the salutation of a business letter (page 269).

EXAMPLES Please buy these fruits: apples, bananas, grapes, peaches.

It's now exactly 2:43 P.M.

Dear Editor:

comma A comma (,) is a punctuation mark that's used to separate items or to set them off from the rest of a sentence (pages 262–267).

EXAMPLES Shoes, socks, hats, and gloves lay in the bottom of the closet.

Tessa's great-grandmother, who is ninety, loves to travel.

common noun A common noun names any person, place, thing, or idea. Common nouns can be either concrete or abstract (pages 81–82).

EXAMPLE **Children** learn **handwriting** in **school**.

comparative form The comparative form of an adjective compares one person or thing with another. The comparative form of an adverb compares one action with another (pages 149–152, 162–163).

EXAMPLES Is Venezuela **larger** than Peru? [**adjective**]

The pianist arrived **earlier** than the violinist. [**adverb**]

complete predicate *See predicate.*

complete subject *See subject.*

complex sentence A complex sentence has one main clause and one or more subordinate clauses (pages 193–194).

EXAMPLE Since Mariah moved to Springfield, she has made many new friends. [*She has made many new friends is a main clause. Since Mariah moved to Springfield is a subordinate clause.*]

compound-complex sentence A compound-complex sentence has two or more main clauses and one or more subordinate clauses (page 194).

EXAMPLE Ahmal has never scored a goal, but he plays soccer because he loves the game. [*The two main clauses are Ahmal has never scored a goal and he plays soccer. Because he loves the game is a subordinate clause.*]

compound noun A compound noun is a noun made of two or more words (pages 82, 85).

EXAMPLES storybook, showcase, bookmark
ice cream, dining room, high school
sister-in-law, seventh-grader, push-ups

compound predicate A compound predicate consists of two or more simple predicates, or verbs, that have the same subject. The verbs may be connected by *and*, *or*, *but*, *both . . . and*, *either . . . or*, or *neither . . . nor* (page 73).

EXAMPLE Many students **read** the novel *Jane Eyre* and **enjoy** it.

compound sentence A compound sentence is a sentence that contains two or more main clauses joined by a comma and a coordinating conjunction or by a semicolon (pages 75, 181, 183–184, 192).

EXAMPLES **Eudora Welty is a novelist**, but **she also writes essays**.
[A comma and the coordinating conjunction *but* join the two main clauses, *Eudora Welty is a novelist* and *she also writes essays*.]

Eudora Welty is a novelist; she also writes essays.

compound subject A compound subject consists of two or more simple subjects that have the same predicate. The subjects may be joined by *and*, *or*, *both . . . and*, *either . . . or*, or *neither . . . nor* (pages 73, 181, 223–224).

EXAMPLE **Charlotte Brontë** and **Emily Brontë** were sisters.

compound verb *See compound predicate.*

concrete noun A concrete noun names something you can see or touch (page 82).

EXAMPLE **Julio** wore a **cap** on his **head** and a **scarf** around his **neck**.

conjunction A conjunction is a connecting word. *See coordinating conjunction, correlative conjunction, and subordinating conjunction.*

conjunctive adverb A conjunctive adverb may be used to join the simple sentences in a compound sentence (pages 183–184).

EXAMPLE The school cafeteria sometimes serves Chinese food; **however**, these meals are not very tasty.

contraction A contraction is a word formed from one or more words by omitting one or more letters and substituting an apostrophe (pages 87–88, 166, 274).

EXAMPLES We **can't** find the map. [*Can't is a contraction of cannot.*]

Carmella's visited every state. [*Carmella's is a contraction of Carmella has.*]

coordinating conjunction A coordinating conjunction is a word used to connect compound parts of a sentence. *And*, *but*, *or*, *nor*, and *for* are coordinating conjunctions. *So* and *yet* are also sometimes used as coordinating conjunctions (pages 181, 223–224).

EXAMPLE Juan **or** Lisa collects the money **and** distributes the tickets.

correlative conjunction Correlative conjunctions are pairs of words used to connect compound parts of a sentence. Correlative conjunctions include *both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also* (pages 181, 223–224).

EXAMPLE Examples of great architecture exist in **both** New York **and** Paris.

D

dash A dash (—) is a punctuation mark. It's usually used in pairs to set off a sudden break or change in thought or speech (page 275).

EXAMPLE Billy Adams—he lives next door—is our team manager.

declarative sentence A declarative sentence makes a statement. It ends with a period (pages 66, 261).

EXAMPLE Edgar Allan Poe wrote suspenseful short stories.

demonstrative adjective A demonstrative adjective points out something and modifies a noun by answering the question *which one?* or *which ones?* *This*, *that*, *these*, and *those* are demonstrative adjectives when they modify nouns (page 147).

EXAMPLES Take **this** umbrella with you. **That** answer is wrong.
Take **these** boots too. **Those** clouds are lovely.

demonstrative pronoun A demonstrative pronoun is a pronoun that points out something. *This, that, these, and those* are demonstrative pronouns when they take the place of nouns (pages 136, 148).

EXAMPLES Take **this** with you.

That is the wrong answer.

Take **these** too.

Those are lovely clouds.

dependent clause *See subordinate clause.*

direct address Direct address is a name used in speaking directly to a person. Direct address may also be a word or a phrase used in place of a name. Words used in direct address are set off by commas (page 263).

EXAMPLES **Suzy**, please hand me a dish towel.

Here, **my dear mother**, is your birthday present.

Don't do that again, **Samson**.

direct object A direct object receives the action of a verb. It answers the question *whom?* or *what?* after an action verb (pages 98–100).

EXAMPLE The actor rehearsed his **lines** from the play.

direct quotation A direct quotation gives a speaker's exact words (pages 248, 270).

EXAMPLE **"Spiders,"** explained Raul, **"have eight legs."**

double negative A double negative is the use of two negative words to express the same idea. Only one negative word is necessary (pages 166–167).

EXAMPLES

INCORRECT I **don't** have **no** homework.

CORRECT I **don't** have **any** homework.

CORRECT I have **no** homework.

E

end mark An end mark is a punctuation mark used at the end of a sentence. Periods, question marks, and exclamation points are end marks (pages 66–67, 261).

EXAMPLES Tell me a story.

Where have you been?

What a hot day this has been!

essential clause An essential clause is a clause that is necessary to make the meaning of a sentence clear. Don't use commas to set off essential clauses (page 197).

EXAMPLE The girl **who is standing beside the coach** is our best swimmer.

essential phrase An essential phrase is a phrase that is necessary to make the meaning of a sentence clear. Don't use commas to set off essential phrases (page 207).

EXAMPLE The boy **seated at the piano** is Erik.

exclamation point An exclamation point (!) is a punctuation mark used to end a sentence that shows strong feeling (exclamatory). It's also used after strong interjections (pages 67, 261).

EXAMPLES My! What a hot day it is!

exclamatory sentence An exclamatory sentence expresses strong feeling. It ends with an exclamation point (pages 67, 261).

EXAMPLES What a great writer Poe was!
How I enjoy his stories!

F

future perfect tense The future perfect tense of a verb expresses action that will be completed before another future event begins (page 110).

EXAMPLE The production **will have closed** by next week.

future tense The future tense of a verb expresses action that will take place in the future (page 110).

EXAMPLE Mr. and Mrs. Pao **will attend** the performance.

G

gender The gender of a noun may be masculine (male), feminine (female), or neuter (referring to things) (page 130).

EXAMPLES boy (male), woman (female), desk (neuter)

gerund A gerund is a verb form that ends in *-ing* and is used as a noun (pages 208–209).

EXAMPLE **Exercising** builds strength, endurance, and flexibility.

gerund phrase A gerund phrase is a group of words that includes a gerund and other words that complete its meaning (pages 208–209).

EXAMPLE **Exercising on a bike** is fun for all ages.

H

helping verb A helping verb is a verb that helps the main verb express action or make a statement (pages 104–106, 217).

EXAMPLES Telma **is acting** in another play today. [*is is the helping verb; acting is the main verb.*]

Emilio **has written** a story. [*Has is the helping verb; written is the main verb.*]

hyphen A hyphen (-) is a punctuation mark that's used in some compound words (page 275).

EXAMPLE Mrs. Gilmore's **mother-in-law** is **sixty-two** years old.

I

imperative sentence An imperative sentence gives a command or makes a request. It ends with a period (pages 66, 72, 261).

EXAMPLE Read "The Pit and the Pendulum."

indefinite pronoun An indefinite pronoun is a pronoun that does not refer to a particular person, place, or thing (pages 132–133, 222, 274).

SOME INDEFINITE PRONOUNS

	SINGULAR		PLURAL
another	everybody	no one	both
anybody	everyone	nothing	few
anyone	everything	one	many
anything	much	somebody	others
each	neither	someone	several
either	nobody	something	
SINGULAR OR PLURAL	all, any, most, none, some		

indirect object An indirect object answers the question *to whom?* or *for whom?* or *to what?* or *for what?* an action is done (page 100).

EXAMPLE Friends sent the **actors** flowers.

indirect quotation An indirect quotation does not give a speaker's exact words (page 248).

EXAMPLE Raul said **that spiders have eight legs.**

infinitive An infinitive is formed with the word *to* and the base form of a verb. Infinitives are often used as nouns in sentences (pages 210–211).

EXAMPLE **To write** is Alice's ambition.

infinitive phrase An infinitive phrase is a group of words that includes an infinitive and other words that complete its meaning (pages 210–211).

EXAMPLE **To write a great novel** was Alice's ambition.

intensive pronoun An intensive pronoun ends with *-self* or *-selves* and is used to draw special attention to a noun or a pronoun already named (page 134).

EXAMPLE Yolanda **herself** repaired the engine.

interjection An interjection is a word or group of words that expresses emotion. It has no grammatical connection to other words in a sentence (pages 185–186, 261).

EXAMPLE **Good grief!** My favorite restaurant has closed.

interrogative pronoun An interrogative pronoun is a pronoun used to introduce an interrogative sentence. *Who*, *whom*, *which*, *what*, and *whose* are interrogative pronouns (pages 135–136).

EXAMPLE **Who** borrowed the book?

interrogative sentence An interrogative sentence asks a question. It ends with a question mark (pages 66, 71–72, 219, 261).

EXAMPLE Did Poe also write poetry?

intransitive verb An intransitive verb is a verb that does not have a direct object (pages 98–99).

EXAMPLE The audience **applauds** loudly.

inverted sentence An inverted sentence is a sentence in which the subject follows the verb (pages 72, 218–219).

EXAMPLES There **are** many **immigrants** among my ancestors.

Across the ocean **sailed** the three **ships**.

irregular verb An irregular verb is a verb whose past and past participle are formed in a way other than by adding *-d* or *-ed* to the base form (pages 113–116).

SOME IRREGULAR VERBS

BASE	PAST	PAST PARTICIPLE
go	went	gone
write	wrote	written
begin	began	begun

italics Italics are printed letters that slant to the right. *This sentence is printed in italic type.* Italics are used for the titles of certain kinds of published works and works of art. In handwriting, underlining is a substitute for italics (page 272).

EXAMPLE On the desk were a copy of *Robinson Crusoe* and several issues of *Time* magazine.

L

linking verb A linking verb connects the subject of a sentence with a noun or an adjective in the predicate (pages 101–102).

EXAMPLE Juana Ortiz **was** the director.

M

main clause A main clause has a subject and a predicate and can stand alone as a sentence (pages 192–194).

EXAMPLE After the storm passed, **the governor surveyed the damage.**

main verb A main verb is the last word in a verb phrase. If a verb stands alone, it's a main verb (pages 104–106, 217).

EXAMPLES The professor is **studying** ancient history.

The professor **studies** ancient history.

N

negative word A negative word expresses the idea of “no” or “not” (pages 166–167).

SOME COMMON NEGATIVE WORDS

barely	no	no one	nowhere
hardly	nobody	not	scarcely
never	none	nothing	

nonessential clause A nonessential clause is a clause that is not necessary to make the meaning of a sentence clear. Use commas to set off nonessential clauses (pages 197, 265).

EXAMPLE Janice, **who is standing beside the coach**, is our best swimmer.

nonessential phrase A nonessential phrase is a phrase that is not necessary to make the meaning of a sentence clear. Use commas to set off nonessential phrases (pages 207, 263, 264).

EXAMPLE Erik, **dreaming of fame**, sits at the piano.

nonrestrictive clause *See nonessential clause.*

nonrestrictive phrase *See nonessential phrase.*

noun A noun is a word that names a person, a place, a thing, or an idea (pages 81–90).

NOUNS

PERSONS sister, mayor, player, coach, pianist, children

PLACES park, zoo, lake, school, playground, desert, city

THINGS magazine, boots, rose, pencil, peach, baseball, car

IDEAS honesty, truth, democracy, pride, maturity, progress

noun clause A noun clause is a subordinate clause used as a noun (pages 200–201).

EXAMPLE **Whoever plays hockey** wears protective equipment.

number Number is the form of a word that shows whether it's singular or plural (page 130).

EXAMPLES **This book is a mystery.** [singular words]

These books are mysteries. [plural words]

O

object An object is a noun or a pronoun that follows a verb or a preposition. *See direct object, indirect object, and object of a preposition.*

EXAMPLE Mario gave the **horse** a **carrot** for a **treat**. [*Horse is an indirect object; carrot is a direct object; treat is the object of a preposition.*]

object of a preposition The object of a preposition is the noun or pronoun that ends a prepositional phrase (pages 175, 176–177).

EXAMPLE Hang the painting outside the **auditorium**.

object pronoun *Me, us, you, him, her, it, them,* and *whom* are object pronouns. Object pronouns are used as direct objects, indirect objects, and objects of prepositions (pages 125–127, 176–177).

EXAMPLE Sally gave **her** and **me** a picture of **them**.

P

parentheses Parentheses () are punctuation marks used to set off words that define or explain another word (page 276).

EXAMPLE This container holds one gallon (**3.785 liters**).

participial phrase A participial phrase is a group of words that includes a participle and other words that complete its meaning (pages 206–207, 263).

EXAMPLE **Sitting at the piano**, Erik loses himself in the music.

participle A participle is a verb form that can act as the main verb in a verb phrase or as an adjective to modify a noun or a pronoun (pages 206–207, 263). *See also past participle and present participle.*

EXAMPLES Erik has **played** several pieces on the piano. [**main verb**]
His **playing** skill improves daily. [**adjective**]

passive voice A verb is in the passive voice when the subject receives the action of the verb (pages 111–112).

EXAMPLE That play **was composed** by Thornton Wilder.

past participle A past participle is usually formed by adding *-d* or *-ed* to the base form of a verb. Some past participles are formed irregularly. When the past participle acts as a verb, one or more helping verbs are always used before the past participle. A past participle may also be used as an adjective (pages 104–105, 113–116, 145, 206–207).

EXAMPLES Kimi has **baked** cookies for us. [**Baked is the past participle of bake.**]

Mrs. Gonzales had **planted** tomatoes in the spring.

[**Planted is the past participle of plant.**]

Two students have **written** a play. [**Written is the past participle of write.**]

Erik practices on a **rented** piano. [**Rented is an adjective modifying piano.**]

past perfect tense The past perfect tense of a verb expresses action that happened before another action or event in the past (page 109).

EXAMPLES The actors **had rehearsed** for many weeks.

We **had** just **arrived** when the play started.

past progressive The past progressive form of a verb expresses action or a condition that was continuing at some time in the past (page 107).

EXAMPLE We **were watching** a scary show.

past tense The past tense of a verb expresses action that already happened (pages 103, 113–116).

EXAMPLE The actors **rehearsed**.

perfect tenses The perfect tenses are the present perfect tense, the past perfect tense, and the future perfect tense. The perfect tenses consist of a form of the verb *have* and a past participle (pages 108–110).

EXAMPLES Lynn **has played** the trumpet for three years. [**present perfect**]

His father **had played** the trumpet as a boy. [**past perfect**]

By the end of high school, Lynn **will have played** the trumpet for seven years. [**future perfect**]

period A period (.) is a punctuation mark used to end a sentence that makes a statement (declarative) or gives a command (imperative). It's also used at the end of many abbreviations (pages 66, 261, 276–278).

EXAMPLES The day was hot and humid. [**declarative**]

Bring me some lemonade. [**imperative**]

personal pronoun A personal pronoun is a pronoun that refers to people or things. *I, me, you, he, she, him, her, it, we, us, they, and them* are personal pronouns (pages 125–126).

EXAMPLE **I** saw **you** with **her** and **him**.

phrase A phrase is a group of words that is used as a single part of speech and does not contain a verb and its subject. See *adjective phrase*, *adverb phrase*, *appositive phrase*, *gerund phrase*, *infinitive phrase*, *participial phrase*, *prepositional phrase*, and *verb phrase*.

EXAMPLE Three students **wearing backpacks were hiking through the woods**. [*Wearing backpacks is a participial phrase acting as an adjective to modify the noun students. Were hiking is a verb phrase. Through the woods is a prepositional phrase acting as an adverb to modify the verb were hiking.*]

plural noun A plural noun is a noun that means more than one of something (pages 83–88).

EXAMPLE The **students** and their **parents** heard the **candidates** give their **speeches**.

possessive noun A possessive noun is a noun that shows ownership (pages 86–88, 273).

EXAMPLE **Tiffany's** friend distributed the **children's** toys.

possessive pronoun A possessive pronoun is a pronoun that shows ownership. *My, mine, our, ours, your, yours, his, her, hers, its, their, theirs, and whose* are possessive pronouns (pages 131, 274).

predicate The predicate part of a sentence tells what the subject does or has. It can also tell what the subject is or is like. The **complete predicate** includes all the words in the predicate of a sentence. The **simple predicate** is the main word or word group in the complete predicate. The simple predicate is always a verb (pages 68–73).

EXAMPLE Emily Dickinson **wrote hundreds of poems**. [*The complete predicate is wrote hundreds of poems. The simple predicate is wrote.*]

predicate adjective A predicate adjective is an adjective that follows a linking verb and modifies the subject of the sentence (pages 101–102, 145).

EXAMPLE Ms. Ortiz is **stern** but **fair**.

predicate noun A predicate noun is a noun that follows a linking verb and renames or identifies the subject of the sentence (pages 101–102).

EXAMPLE Ms. Ortiz is the **director**.

preposition A preposition is a word that relates a noun or a pronoun to another word in a sentence (pages 174–180).

EXAMPLE A boy **with** red hair stood **near** the window.

prepositional phrase A prepositional phrase is a group of words that begins with a preposition and ends with a noun or a pronoun, which is called the **object of the preposition** (pages 174–180, 218–219, 263).

EXAMPLE Hang the painting **outside the new auditorium**.

present participle A present participle is formed by adding *-ing* to the base form of a verb. A helping verb is always used with the present participle when it acts as a verb. A present participle may also be used as an adjective (pages 104–105, 145, 206–207).

EXAMPLES Mr. Omara is **teaching** algebra this year. [*Teaching is the present participle of teach.*]

The students were **making** decorations. [*Making is the present participle of make.*]

Erik's **playing** skill improves daily. [*Playing is an adjective modifying skill.*]

present perfect tense The present perfect tense of a verb expresses action that happened at an indefinite time in the past (page 108).

EXAMPLE The actors **have rehearsed** for many hours.

present progressive The present progressive form of a verb expresses action or a condition that is continuing in the present (pages 106–107, 110).

EXAMPLE Althea **is finishing** her song.

present tense The present tense of a verb expresses action that happens regularly. It can also express a general truth (pages 103, 110).

EXAMPLE A great actor **wins** awards.

principal parts of a verb The principal parts of a verb are the base form, the present participle, the past, and the past participle. The principal parts are used to form verb tenses (pages 104, 113–116).

BASE	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
play	playing	played	played
go	going	went	gone

progressive forms Progressive forms of verbs express continuing action. They consist of a form of the verb *be* and a present participle (pages 106–107). *See also past progressive and present progressive.*

EXAMPLES Carla **is leaving**, but Mr. and Mrs. Tsai **are staying**.

Ahmed **was studying**, but his brothers **were playing** basketball.

pronoun A pronoun is a word that takes the place of one or more nouns (pages 125–136).

EXAMPLE Max likes books. **He** particularly enjoys novels. **[The pronoun He takes the place of the noun Max.]**

proper adjective A proper adjective is an adjective formed from a proper noun. It begins with a capital letter (pages 145–146, 254).

EXAMPLE The **Florida** sun beat down on the **Japanese** tourists.

proper noun A proper noun names a particular person, place, thing, or idea. The first word and all other important words in a proper noun are capitalized (pages 81–82, 250–254).

EXAMPLE Did **Edgar Allan Poe** ever see the **Statue of Liberty**?

Q

question mark A question mark (?) is a punctuation mark used to end a sentence that asks a question (interrogative) (pages 66, 261).

EXAMPLE Do you like green eggs and ham?

quotation marks Quotation marks (“ ”) are punctuation marks used to enclose the exact words of a speaker. They’re also used for certain titles (pages 270–271).

EXAMPLES “A spider,” said Sean, “has eight legs.”

Have you read the story “To Build a Fire”?

R

reflexive pronoun A reflexive pronoun ends with *-self* or *-selves* and refers to the subject of a sentence. In a sentence with a reflexive pronoun, the action of the verb returns to the subject (page 134).

EXAMPLE Yolanda bought **herself** a book on engine repair.

regular verb A regular verb is a verb whose past and past participle are formed by adding *-d* or *-ed* (page 103).

EXAMPLES I **believed** her.

The twins **have learned** a lesson.

relative pronoun A relative pronoun is a pronoun that may be used to introduce an adjective clause (page 195).

EXAMPLE Divers prefer equipment **that** is lightweight.

restrictive clause *See essential clause.*

restrictive phrase *See essential phrase.*

run-on sentence A run-on sentence is two or more sentences incorrectly written as one sentence (page 75).

EXAMPLES Welty wrote novels, she wrote essays. [run-on]

Welty wrote novels she wrote essays. [run-on]

Welty wrote novels. She wrote essays. [correct]

Welty wrote novels, and she wrote essays. [correct]

Welty wrote novels; she wrote essays. [correct]

S

salutation A salutation is the greeting in a letter. The first word and any proper nouns in a salutation should be capitalized (pages 249, 267).

EXAMPLES My dear aunt Julia, Dear Professor Higgins:

semicolon A semicolon (;) is a punctuation mark used to join the main clauses of a compound sentence (pages 268–269).

EXAMPLE Kendra weeded the garden; Geronimo mowed the lawn.

sentence A sentence is a group of words that expresses a complete thought (pages 66–68).

EXAMPLE Edgar Allan Poe wrote many short stories.

sentence fragment A sentence fragment does not express a complete thought. It may also be missing a subject, a predicate, or both (page 68).

EXAMPLES The poems. [fragment]

Lay in Dickinson's bureau for years. [fragment]

The poems lay in Dickinson's bureau for years. [sentence]

simple predicate *See predicate.*

simple sentence A simple sentence has one subject and one predicate (pages 74, 192).

EXAMPLE Eudora Welty lived in Jackson, Mississippi.

simple subject *See subject.*

singular noun A singular noun is a noun that means only one of something (pages 83–86).

EXAMPLE The **child** and his **father** saw a **rabbit** in the **garden**.

subject The subject part of a sentence names whom or what the sentence is about. The **complete subject** includes all the words in the subject of a sentence. The **simple subject** is the main word or word group in the complete subject (pages 68–73, 216–224).

EXAMPLE **A large ship with many sails** appeared on the horizon.
[The complete subject is **A large ship with many sails**. The simple subject is **ship**.]

subject pronoun *I, we, you, he, she, it, they, and who* are subject pronouns. Subject pronouns are used as subjects and predicate pronouns (pages 125–127).

EXAMPLE **He** and **I** know **who you** are.

subordinate clause A subordinate clause is a group of words that has a subject and a predicate but does not express a complete thought and cannot stand alone as a sentence. A subordinate clause is always combined with a main clause in a sentence (pages 193–201).

EXAMPLE Mariah, **who moved here from Montana**, is very popular.

subordinating conjunction A subordinating conjunction is a word that is used to introduce a subordinate clause (page 199).

SUBORDINATING CONJUNCTIONS

after	because	though	whenever
although	before	till	where
as	if	unless	whereas
as if	since	until	wherever
as though	than	when	while

superlative form The superlative form of an adjective compares one person or thing with several others. The superlative form of an adverb compares one action with several others (pages 149–152, 162–163).

EXAMPLES Is Brazil the **richest** country in South America? [adjective]
The drummer arrived **earliest** of all the players. [adverb]

T

tense Tense shows the time of the action of a verb (pages 103–110).

EXAMPLES The team often **wins** games. [present tense]

The team **won** the game. [past tense]

The team **will win** this game. [future tense]

transitive verb A transitive verb is an action verb that transfers action to a direct object (pages 98–99).

EXAMPLE The audience **applauds** the actors.

V

verb A verb is a word that expresses action or a state of being (pages 97–116, 216–224).

EXAMPLES Juanita **plays** soccer.

Kwami **is** a good student.

verbal A verbal is a verb form used as a noun, an adjective, or an adverb. Participles, gerunds, and infinitives are verbals (pages 206–211).

EXAMPLES The **swimming** instructor showed us **diving** techniques.
[participles used as adjectives]

Mr. McCoy teaches **swimming** and **diving**. [gerunds used as nouns]

Mr. McCoy taught us **to swim** and **to dive**. [infinitives used as nouns]

verb phrase A verb phrase consists of one or more helping verbs followed by a main verb (page 105).

EXAMPLE Telma **is acting** in another play today. [*is* is the helping verb; *acting* is the main verb.]

voice See *active voice* and *passive voice*.

USAGE GLOSSARY

This glossary will guide you in choosing between words that are often confused. It will also tell you about certain words and expressions you should avoid when you speak or write for school or business.

A

a, an Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel sound.

EXAMPLES *a* poem, *a* house, *a* yacht, *a* union, *a* one-track mind
an apple, *an* icicle, *an* honor, *an* umbrella, *an* only child

accept, except *Accept* is a verb that means “to receive” or “to agree to.” *Except* is a preposition that means “but.” *Except* may also be a verb that means “to leave out or exclude.”

EXAMPLES Please **accept** this gift.

Will you **accept** our decision?

Everyone will be there **except** you. [preposition]

Some students may be **excepted** from taking physical education. [verb]

advice, advise *Advice*, a noun, means “an opinion offered as a guide.” *Advise*, a verb, means “to give advice.”

EXAMPLE Why should I **advise** you when you never accept my **advice**?

affect, effect *Affect* is a verb that means “to cause a change in” or “to influence the emotions of.” *Effect* may be a noun or a verb. As a noun, it means “result.” As a verb, it means “to bring about or accomplish.”

EXAMPLES The mayor’s policies have **affected** every city agency.

The mayor’s policies have had a positive **effect** on every city agency. [noun]

The mayor has **effected** positive changes in every city agency. [verb]

ain't *Ain't* is unacceptable in speaking and writing unless you're quoting someone's exact words or writing dialogue. Use *I'm not*; *you, we, or they aren't*; *he, she, or it isn't*.

all ready, already *All ready* means “completely ready.” *Already* means “before” or “by this time.”

EXAMPLE The band was **all ready** to play its last number, but the fans were **already** leaving the stadium.

all right, alright The spelling *alright* is not acceptable in formal writing. Use *all right*.

EXAMPLE Don't worry; everything will be **all right**.

all together, altogether Use *all together* to mean “in a group.” Use *altogether* to mean “completely” or “in all.”

EXAMPLES Let's cheer **all together**.

You are being **altogether** silly.

I have three dollars in quarters and two dollars in dimes; that's five dollars **altogether**.

almost, most Don't use *most* in place of *almost*.

EXAMPLE Marty **almost** [not most] always makes the honor roll.

a lot, alot *A lot* should always be written as two words. It means “a large number or amount.” Avoid using *a lot* in formal writing; be specific.

EXAMPLES **A lot** of snow fell last night.

Ten inches of snow fell last night.

altar, alter An *altar* is a raised structure at which religious ceremonies are performed. *Alter* means “to change.”

EXAMPLES The bride and groom approached the **altar**.

Mom **altered** my old coat to fit my little sister.

among, between Use *among* to show a relationship in which more than two persons or things are considered as a group.

EXAMPLES The committee will distribute the used clothing **among** the poor families in the community.

There was confusion **among** the players on the field.

In general, use *between* to show a relationship involving two persons or things, to compare one person or thing with an entire group, or to compare more than two items within a single group.

EXAMPLES Mr. and Mrs. Ohara live halfway **between** Seattle and Portland. **[relationship involving two places]**

What was the difference **between** Elvis Presley and other singers of the twentieth century? **[one person compared with a group]**

Emilio could not decide **between** the collie, the cocker spaniel, and the beagle. **[items within a group]**

anxious, eager *Anxious* means “fearful.” It is not a synonym for *eager*, which means “filled with enthusiasm.”

EXAMPLES Jean was **anxious** about her test results.

Kirk was **eager** **[not anxious]** to visit his cousin.

anyways, anywheres, everywhere, nowheres, somewhere

Write these words without the final *s*: *anyway, anywhere, everywhere, nowhere, somewhere*.

a while, awhile Use *a while* after a preposition. Use *awhile* as an adverb.

EXAMPLES She read for **a while**.

She read **awhile**.

B

bad, badly *Bad* is an adjective; use it before nouns and after linking verbs to modify the subject. *Badly* is an adverb; use it to modify action verbs.

EXAMPLES Clara felt **bad** about the broken vase.

The team performed **badly** in the first half.

bare, bear *Bare* means “naked.” A *bear* is an animal.

EXAMPLES Don’t expose your **bare** skin to the sun.

There are many **bears** in Yellowstone National Park.

base, bass One meaning of *base* is “a part on which something rests or stands.” *Bass* pronounced to rhyme with *face* is a type of voice. When *bass* is pronounced to rhyme with *glass*, it’s a kind of fish.

EXAMPLES Who is playing first **base**?

We need a **bass** singer for the part.

We caught several **bass** on our fishing trip.

beside, besides *Beside* means “at the side of” or “next to.” *Besides* means “in addition to.”

EXAMPLES Katrina sat **beside** her brother at the table.

Besides apples and bananas, the lunchroom serves dry cereal and doughnuts.

blew, blue *Blue* is the color of a clear sky. *Blew* is the past tense of *blow*.

EXAMPLES She wore a **blue** shirt.

The dead leaves **blew** along the driveway.

boar, bore A *boar* is a male pig. *Bore* means “to tire out with dullness”; it can also mean “a dull person.”

EXAMPLES Wild **boars** are common in parts of Africa.

Please don't **bore** me with your silly jokes.

bow When *bow* is pronounced to rhyme with *low*, it means “a knot with two loops” or “an instrument for shooting arrows.” When *bow* rhymes with *how*, it means “to bend at the waist.”

EXAMPLES Can you tie a good **bow**?

Have you ever shot an arrow with a **bow**?

Actors **bow** at the end of a play.

brake, break As a noun, a *brake* is a device for stopping something or slowing it down. As a verb, *brake* means “to stop or slow down”; its principal parts are *brake*, *braking*, *braked*, and *braked*. The noun *break* has several meanings: “the result of breaking,” “a fortunate chance,” “a short rest.” The verb *break* also has many meanings. A few are “to smash or shatter,” “to destroy or disrupt,” “to force a way through or into,” “to surpass or excel.” Its principal parts are *break*, *breaking*, *broke*, and *broken*.

EXAMPLES Rachel, please put a **brake** on your enthusiasm. [noun]

He couldn't **brake** the car in time to avoid the accident.

[verb]

To fix the **break** in the drainpipe will cost a great deal of money. [noun]

Don't **break** my concentration while I'm studying. [verb]

bring, take *Bring* means “to carry from a distant place to a closer one.” *Take* means “to carry from a nearby place to a more distant one.”

EXAMPLES Will you **bring** me some perfume when you return from Paris?

Remember to **take** your passport when you go to Europe.

bust, busted Don't use these words in place of *break*, *broke*, *broken*, or *burst*.

EXAMPLES Don't **break** [*not bust*] that vase!

Who **broke** [*not busted*] this vase?

Someone has **broken** [*not busted*] this vase.

The balloon **burst** [*not busted*] with a loud pop.

The child **burst** [*not busted*] into tears.

buy, by *Buy* is a verb. *By* is a preposition.

EXAMPLES I'll **buy** the gift tomorrow.

Stand **by** me.

C

can, may *Can* indicates ability. *May* expresses permission or possibility.

EXAMPLES I **can** tie six kinds of knots.

"You **may** be excused," said Dad. [*permission*]

Luanna **may** play in the band next year. [*possibility*]

capital, capitol A *capital* is a city that is the seat of a government. *Capitol*, on the other hand, refers only to a building in which a legislature meets.

EXAMPLES What is the **capital** of Vermont?

The **capitol** has a gold dome.

cent, scent, sent A *cent* is a penny. A *scent* is an odor. *Sent* is the past and past participle of *send*.

EXAMPLES I haven't got one **cent** in my pocket.

The **scent** of a skunk is unpleasant.

I **sent** my grandma a birthday card.

choose, chose *Choose* is the base form; *chose* is the past tense. The principal parts are *choose*, *choosing*, *chose*, and *chosen*.

EXAMPLES Please **choose** a poem to recite in class.

Brian **chose** to recite a poem by Emily Dickinson.

cite, sight, site *Cite* means “to quote an authority.” *Sight* is the act of seeing or the ability to see; it can also mean “to see” and “something seen.” A *site* is a location; it also means “to place or locate.”

EXAMPLES Consuela **cited** three sources of information in her report.

My **sight** is perfect.

The board of education has chosen a **site** for the new high school.

clothes, cloths *Clothes* are what you wear. *Cloths* are pieces of fabric.

EXAMPLES Please hang all your **clothes** in your closet.

Use these **cloths** to wash the car.

coarse, course *Coarse* means “rough.” *Course* can mean “a school subject,” “a path or way,” “order or development,” or “part of a meal.” *Course* is also used in the phrase of *course*.

EXAMPLES To begin, I’ll need some **coarse** sandpaper.

I’d like to take a photography **course**.

The hikers chose a difficult **course** through the mountains.

complement, complementary; compliment, complimentary As a noun, *complement* means “something that completes”; as a verb, it means “to complete.” As a noun, *compliment* means “a flattering remark”; as a verb, it means “to praise.” *Complementary* and *complimentary* are the adjective forms of the words.

EXAMPLES This flowered scarf will be the perfect **complement** for your outfit. [noun]

This flowered scarf **complements** your outfit perfectly. [verb]

Phyllis received many **compliments** on her speech. [noun]

Many people **complimented** Phyllis on her speech. [verb]

consul; council, councilor; counsel, counselor A *consul* is a government official living in a foreign city to protect his or her country’s interests and citizens. A *council* is a group of people gathered for the purpose of giving advice. A *councilor* is one who serves on a council. As a noun, *counsel* means “advice.” As a verb, *counsel* means “to give advice.” A *counselor* is one who gives counsel.

EXAMPLES The **consul** protested to the foreign government about the treatment of her fellow citizens.

The city **council** met to discuss the lack of parking facilities at the sports field.

The defendant received **counsel** from his attorney. [noun]

The attorney **counseled** his client to plead innocent. [verb]

could of, might of, must of, should of, would of After the words *could*, *might*, *must*, *should*, and *would*, use the helping verb *have* or its contraction, *'ve*, not the word *of*.

EXAMPLES **Could** you **have** prevented the accident?

You **might have** swerved to avoid the other car.

You **must have** seen it coming.

I **should've** warned you..

D

dear, deer *Dear* is a word of affection and is used to begin a letter. It can also mean “expensive.” A *deer* is an animal.

EXAMPLES Talia is my **dear** friend.

We saw a **deer** at the edge of the woods.

desert, dessert *Desert* has two meanings. As a noun, it means “dry, arid land” and is stressed on the first syllable. As a verb, it means “to leave” or “to abandon” and is stressed on the second syllable. A *dessert* is something sweet eaten after a meal.

EXAMPLES This photograph shows a sandstorm in the **desert**.

[noun]

I won't **desert** you in your time of need. **[verb]**

Strawberry shortcake was served for **dessert**.

diner, dinner A *diner* is someone who dines or a place to eat. A *dinner* is a meal.

EXAMPLES The **diners** at the corner **diner** enjoy the friendly atmosphere.

Dinner will be served at eight.

doe, dough A *doe* is a female deer. *Dough* is a mixture of flour and a liquid.

EXAMPLES A **doe** and a stag were visible among the trees.

Knead the **dough** for three minutes.

doesn't, don't *Doesn't* is a contraction of *does not*. It is used with *he, she, it*, and all singular nouns. *Don't* is a contraction of *do not*. It is used with *I, you, we, they*, and all plural nouns.

EXAMPLES She **doesn't** know the answer to your question.

The twins **don't** like broccoli.

E

eye, I An *eye* is what you see with; it's also a small opening in a needle. *I* is a personal pronoun.

EXAMPLE **I** have something in my **eye**.

F

fewer, less Use *fewer* with nouns that can be counted. Use *less* with nouns that can't be counted.

EXAMPLES There are **fewer** students in my English class than in my math class.

I used **less** sugar than the recipe recommended.

flour, flower *Flour* is used to bake bread. A *flower* grows in a garden.

EXAMPLES Sift two cups of **flour** into a bowl.

A daisy is a **flower**.

for, four *For* is a preposition. *Four* is a number.

EXAMPLES Wait **for** me.

I have **four** grandparents.

formally, formerly *Formally* is the adverb form of *formal*, which has several meanings: "according to custom, rule, or

etiquette,” “requiring special ceremony or fancy clothing,” “official.” *Formerly* means “previously.”

EXAMPLES The class officers will be **formally** installed on Thursday.
Mrs. Johnson was **formerly** Miss Malone.

G

go, say Don’t use forms of *go* in place of forms of *say*.

EXAMPLES I tell her the answer, and she **says** *[not goes]*, “I don’t believe you.”

I told her the news, and she **said** *[not went]*, “Are you serious?”

good, well *Good* is an adjective; use it before nouns and after linking verbs to modify the subject. *Well* is an adverb; use it to modify action verbs. *Well* may also be an adjective meaning “in good health.”

EXAMPLES You look **good** in that costume.

Joby plays the piano **well**.

You’re looking **well** in spite of your cold.

grate, great A *grate* is a framework of bars set over an opening. *Grate* also means “to shred by rubbing against a rough surface.” *Great* means “wonderful” or “large.”

EXAMPLES The little girl dropped her lollipop through the **grate**.

Will you **grate** this cheese for me?

You did a **great** job!

H

had of Don’t use *of* between *had* and a past participle.

EXAMPLE I wish I **had known** *[not had of known]* about this sooner.

had ought, hadn’t ought, shouldn’t ought *Ought* never needs a helping verb. Use *ought* by itself.

EXAMPLES You **ought** to win the match easily.

You **ought** not to blame yourself. or You **shouldn't** blame yourself.

hardly, scarcely *Hardly* and *scarcely* have negative meanings. They shouldn't be used with other negative words, like *not* or the contraction *n't*, to express the same idea.

EXAMPLES I **can** [**not can't**] **hardly** lift this box.

The driver **could** [**not couldn't**] **scarcely** see through the thick fog.

he, she, it, they Don't use a pronoun subject immediately after a noun subject, as in *The girls they baked the cookies*. Omit the unnecessary pronoun: *The girls baked the cookies*.

hear, here *Hear* is a verb meaning "to be aware of sound by means of the ear." *Here* is an adverb meaning "in or at this place."

EXAMPLES I can **hear** you perfectly well.

Please put your books **here**.

how come In formal speech and writing, use *why* instead of *how come*.

EXAMPLE **Why** weren't you at the meeting? [**not How come you weren't at the meeting?**]

I

in, into, in to Use *in* to mean "inside" or "within." Use *into* to show movement from the outside to a point within. Don't write *into* when you mean *in to*.

EXAMPLES Jeanine was sitting outdoors **in** a lawn chair.

When it got too hot, she went **into** the house.

She went **in to** get out of the heat.

its, it's *Its* is the possessive form of *it*. *It's* is a contraction of *it is* or *it has*.

EXAMPLES The dishwasher has finished **its** cycle.

It's [**It is**] raining again.

It's [**It has**] been a pleasure to meet you, Ms. Donatello.

K

kind of, sort of Don't use these expressions as adverbs. Use *somewhat* or *rather* instead.

EXAMPLE We were **rather** sorry to see him go. [**not** We were kind of sorry to see him go.]

knead, need *Knead* means "to mix or work into a uniform mass." As a noun, a *need* is a requirement. As a verb, *need* means "to require."

EXAMPLES **Knead** the clay to make it soft.

I **need** a new jacket.

knew, new *Knew* is the past tense of *know*. *New* means "unused" or "unfamiliar."

EXAMPLES I **knew** the answer.

I need a **new** pencil.

There's a **new** student in our class.

knight, night A *knight* was a warrior of the Middle Ages. *Night* is the time of day during which it is dark.

EXAMPLES A handsome **knight** rescued the fair maiden.

Night fell, and the moon rose.

L

lay, lie *Lay* means "to put" or "to place." Its principal parts are *lay*, *laying*, *laid*, and *laid*. Forms of *lay* are usually followed by a direct object. *Lie* means "to recline" or "to be

positioned.” Its principal parts are *lie*, *lying*, *lay*, and *lain*. Forms of *lie* are never followed by a direct object.

EXAMPLES **Lay** your coat on the bed.

The children are **laying** their beach towels in the sun to dry.

Dad **laid** the baby in her crib.

Myrna had **laid** the book beside her purse.

Lie down for a few minutes.

The lake **lies** to the north.

The dog is **lying** on the back porch.

This morning I **lay** in bed listening to the birds.

You have **lain** on the couch for an hour.

lead, led As a noun, *lead* has two pronunciations and several meanings. When it’s pronounced to rhyme with *head*, it means “a metallic element.” When it’s pronounced to rhyme with *bead*, it can mean “position of being in first place in a race or contest,” “example,” “clue,” “leash,” or “the main role in a play.”

EXAMPLES **Lead** is no longer allowed as an ingredient in paint.

Jason took the **lead** as the runners entered the stadium.

Follow my **lead**.

The detective had no **leads** in the case.

Only dogs on **leads** are permitted in the park.

Who will win the **lead** in the play?

As a verb, *lead* means “to show the way,” “to guide or conduct,” “to be first.” Its principal parts are *lead*, *leading*, *led*, and *led*.

EXAMPLES Ms. Bachman **leads** the orchestra.

The trainer was **leading** the horse around the track.

An usher **led** us to our seats.

Gray has **led** the league in hitting for two years.

learn, teach *Learn* means “to receive knowledge.” *Teach* means “to give knowledge.”

EXAMPLES Manny **learned** to play the piano at the age of six.
Ms. Guerrero **teaches** American history.

leave, let *Leave* means “to go away.” *Let* means “to allow to.”

EXAMPLES I’ll miss you when you **leave**.
Let me help you with those heavy bags.

like, as, as if, as though *Like* can be a verb or a preposition. It should not be used as a subordinating conjunction. Use *as*, *as if*, or *as though* to introduce a subordinate clause.

EXAMPLES I **like** piano music. [verb]
Teresa plays the piano **like** a professional. [preposition]
Moira plays **as** [not like] her teacher taught her to play.
He looked at me **as if** [not like] he’d never seen me before.

loose, lose The adjective *loose* means “free,” “not firmly attached,” or “not fitting tightly.” The verb *lose* means “to misplace” or “to fail to win.”

EXAMPLES Don’t **lose** that **loose** button on your shirt.
If we **lose** this game, we’ll be out of the tournament.

M

mail, male *Mail* is what turns up in your mailbox. *Mail* also means “send.” A *male* is a boy or a man.

EXAMPLES We received four pieces of **mail** today.
Sunny **mailed** a gift to her aunt Netta.
The **males** in the chorus wore red ties.

main, mane *Main* means “most important.” A *mane* is the long hair on the neck of certain animals.

EXAMPLES What is your **main** job around the house?

The horse's **mane** was braided with colorful ribbons.

many, much Use *many* with nouns that can be counted. Use *much* with nouns that can't be counted.

EXAMPLES **Many** of the events are entertaining.

Much of the money goes to charity.

meat, meet *Meat* is food from an animal. Some meanings of *meet* are "to come face to face with," "to make the acquaintance of," and "to keep an appointment."

EXAMPLES Some people don't eat **meat**.

Meet me at the library at three o'clock.

minute The word *minute* (min'it) means "sixty seconds" or "a short period of time." The word *minute* (mī nōōt') means "very small."

EXAMPLES I'll be with you in a **minute**.

Don't bother me with **minute** details.

0

object *Object* is stressed on the first syllable when it means "a thing." *Object* is stressed on the second syllable when it means "oppose."

EXAMPLES Have you ever seen an unidentified flying **object**?

Mom **objected** to the proposal.

of Don't use *of* after the prepositions *off*, *inside*, and *outside*.

EXAMPLES He jumped **off** **[not off of]** the diving board.

The cat found a mouse **inside** **[not inside of]** the garage.

Outside **[not outside of]** the school, there is an old-fashioned drinking fountain.

off Don't use *off* in place of *from*.

EXAMPLE I'll borrow some money **from** [not off] my brother.

ought to of Don't use *of* in place of *have* after *ought to*.

EXAMPLE You **ought to have** [not ought to of] known better.

P

pair, pare, pear A *pair* is two. *Pare* means "to peel." A *pear* is a fruit.

EXAMPLES I bought a new **pair** of socks.

Pare the potatoes and cut them in quarters.

Would you like a **pear** or a banana?

passed, past *Passed* is the past tense and the past participle of the verb *pass*. *Past* can be an adjective, a preposition, an adverb, or a noun.

EXAMPLES We **passed** your house on the way to school. [verb]

The **past** week has been a busy one for me. [adjective]

We drove **past** your house. [preposition]

At what time did you drive **past**? [adverb]

I love Great-grandma's stories about the **past**. [noun]

pause, paws A *pause* is a short space of time. *Pause* also means "to wait for a short time." *Paws* are animal feet.

EXAMPLES We **pause** now for station identification.

I wiped the dog's muddy **paws**.

peace, piece *Peace* means "calmness" or "the absence of conflict." A *piece* is a part of something.

EXAMPLES We enjoy the **peace** of the countryside.

The two nations have finally made **peace**.

May I have another **piece** of pie?

plain, plane *Plain* means “not fancy,” “clear,” or “a large area of flat land.” A *plane* is an airplane or a device for smoothing wood; it can also mean “a two-dimensional figure.”

EXAMPLES He wore a **plain** blue tie.

The solution is perfectly **plain** to me.

Buffalo once roamed the **plains**.

We took a **plane** to Chicago.

Jeff used a **plane** to smooth the rough wood.

How do you find the area of a **plane** with four equal sides?

precede, proceed *Precede* means “to go before” or “to come before.” *Proceed* means “to continue” or “to move along.”

EXAMPLE Our band **preceded** the decorated floats as the parade **proceeded** through town.

principal, principle As a noun, *principal* means “head of a school.” As an adjective, *principal* means “main” or “chief.” *Principle* is a noun meaning “basic truth or belief” or “rule of conduct.”

EXAMPLES Mr. Washington, our **principal**, will speak at the morning assembly. **[noun]**

What was your **principal** reason for joining the club?
[adjective]

The **principle** of fair play is important in sports.

Q

quiet, quit, quite The adjective *quiet* means “silent” or “motionless.” The verb *quit* means “to stop” or “to give up or resign.” The adverb *quite* means “very” or “completely.”

EXAMPLES Please be **quiet** so I can think.

Shirelle has **quit** the swim team.

We were **quite** sorry to lose her.

R

raise, rise *Raise* means “to cause to move upward.” It can also mean “to breed or grow” and “to bring up or rear.” Its principal parts are *raise*, *raising*, *raised*, and *raised*. Forms of *raise* are usually followed by a direct object. *Rise* means “to move upward.” Its principal parts are *rise*, *rising*, *rose*, and *risen*. Forms of *rise* are never followed by a direct object.

EXAMPLES **Raise** your hand if you know the answer.

My uncle is **raising** chickens.

Grandma and Grandpa Schwartz **raised** nine children.

Steam **rises** from boiling water.

The sun is **rising**.

The children **rose** from their seats when the principal entered the room.

In a short time, Loretta had **risen** to the rank of captain.

rap, wrap *Rap* means “to knock.” *Wrap* means “to cover.”

EXAMPLES **Rap** on the door.

Wrap the presents.

read, read *Read* means “to understand the meaning of something written” or “to speak aloud something that is written or printed.” A *reed* is a stalk of tall grass.

EXAMPLES Will you **read** Jimmy a story?

We found a frog in the **reeds** beside the lake.

real, really *Real* is an adjective; use it before nouns and after linking verbs to modify the subject. *Really* is an adverb; use it to modify action verbs, adjectives, and other adverbs.

EXAMPLES Winona has **real** musical talent.

She is **really** talented.

real, reel *Real* means “actual.” A *reel* is a spool to wind something on, such as a fishing line.

EXAMPLES I have a **real** four-leaf clover.

My dad bought me a new fishing **reel**.

reason is because Don’t use *because* after *reason is*. Use *that* after *reason is*, or use *because* alone.

EXAMPLES The **reason** I’m tired is **that** I didn’t sleep well last night.

I’m tired **because** I didn’t sleep well last night.

row When *row* is pronounced to rhyme with *low*, it means “a series of things arranged in a line” or “to move a boat by using oars.” When *row* is pronounced to rhyme with *how*, it means “a noisy quarrel.”

EXAMPLES We sat in the last **row** of the theater.

Let’s **row** across the lake.

My sister and I had a serious **row** yesterday, but today we’ve forgotten about it.

S

sail, sale A *sail* is part of a boat. It also means “to travel in a boat.” A *sale* is a transfer of ownership in exchange for money.

EXAMPLES As the boat **sails** away, the crew raise the **sails**.

The **sale** of the house was completed on Friday.

sea, see A *sea* is a body of water. *See* means “to be aware of with the eyes.”

EXAMPLES The **sea** is rough today.

I can **see** you.

set, sit *Set* means “to place” or “to put.” Its principal parts are *set*, *setting*, *set*, and *set*. Forms of *set* are usually followed

by a direct object. *Sit* means “to place oneself in a seated position.” Its principal parts are *sit*, *sitting*, *sat*, and *sat*. Forms of *sit* are not followed by a direct object.

EXAMPLES Lani **set** the pots on the stove.

The children **sit** quietly at the table.

sew, sow *Sew* means “to work with needle and thread.” When *sow* is pronounced to rhyme with *how*, it means “a female pig.” When *sow* is pronounced to rhyme with *low*, it means “to plant.”

EXAMPLES Can you **sew** a button on a shirt?

The **sow** has five piglets.

Some farmers **sow** corn in their fields.

shined, shone, shown Both *shined* and *shone* are past tense forms and past participles of *shine*. Use *shined* when you mean “polished”; use *shone* in all other instances.

EXAMPLES Clete **shined** his shoes.

The sun **shone** brightly.

Her face **shone** with happiness.

Shown is the past participle of *show*; its principal parts are *show*, *showing*, *showed*, and *shown*.

EXAMPLES You **showed** me these photographs yesterday.

You have **shown** me these photographs before.

some, somewhat Don’t use *some* as an adverb in place of *somewhat*.

EXAMPLE The team has improved **somewhat** [*not some*] since last season.

son, sun A *son* is a male child. A *sun* is a star.

EXAMPLES Kino is Mr. and Mrs. Akawa’s **son**.

Our **sun** is 93 million miles away.

stationary, stationery *Stationary* means “fixed” or “unmoving.” *Stationery* is writing paper.

EXAMPLES This classroom has **stationary** desks.

Rhonda likes to write letters on pretty **stationery**.

sure, surely *Sure* is an adjective; use it before nouns and after linking verbs to modify the subject. *Surely* is an adverb; use it to modify action verbs, adjectives, and other adverbs.

EXAMPLES Are you **sure** about that answer?

You are **surely** smart.

T

tail, tale A *tail* is what a dog wags. A *tale* is a story.

EXAMPLES The dog’s **tail** curled over its back.

Everyone knows the **tail** of Goldilocks and the three bears.

tear When *tear* is pronounced to rhyme with *ear*, it’s a drop of fluid from the eye. When *tear* is pronounced to rhyme with *bear*, it means “a rip” or “to rip.”

EXAMPLES A **tear** fell from the child’s eye.

Tear this rag in half.

than, then *Than* is a conjunction used to introduce the second part of a comparison. *Then* is an adverb meaning “at that time.”

EXAMPLES LaTrisha is taller **than** LaToya.

My grandmother was a young girl **then**.

that, which, who *That* may refer to people or things. *Which* refers only to things. *Who* refers only to people.

EXAMPLES The poet **that** wrote *Leaves of Grass* is Walt Whitman.

I have already seen the movie **that** is playing at the Palace.
The new play, **which** closed after a week, received poor reviews.

Students **who** do well on the test will receive scholarships.

that there, this here Don't use *there* or *here* after *that*, *this*, *those*, or *these*.

EXAMPLES I can't decide whether to read **this** [*not this here*] magazine or **that** [*not that there*] book.

Fold **these** [*not these here*] towels and hang **those** [*not those there*] shirts in the closet.

their, there, they're *Their* is a possessive form of *they*; it's used to modify nouns. *There* means "in or at that place." *They're* is a contraction of *they are*.

EXAMPLES A hurricane damaged **their** house.

Put your books **there**.

They're our next-door neighbors.

theirs, there's *Theirs* is a possessive form of *they* used as a pronoun. *There's* is a contraction of *there is* or *there has*.

EXAMPLES **Theirs** is the white house with the green shutters.

There's [*There is*] your friend Chad.

There's [*There has*] been an accident.

them Don't use *them* as an adjective in place of *those*.

EXAMPLE I'll take one of **those** [*not them*] hamburgers.

this kind, these kinds Use the singular forms *this* and *that* with the singular nouns *kind*, *sort*, and *type*. Use the plural forms *these* and *those* with the plural nouns *kinds*, *sorts*, and *types*.

EXAMPLES Use **this kind** of lightbulb in your lamp.

Do you like **these kinds** of lamps?

Many Pakistani restaurants serve **that sort** of food.

Those sorts of foods are nutritious.

This type of dog makes a good pet.

These types of dogs are good with children.

thorough, through *Thorough* means “complete.” *Through* is a preposition meaning “into at one side and out at another.”

EXAMPLES We gave the bedrooms a **thorough** cleaning.

A breeze blew **through** the house.

threw, through *Threw* is the past tense of *throw*. *Through* is a preposition meaning “into at one side and out at another.” *Through* can also mean “finished.”

EXAMPLES Lacey **threw** the ball.

Ira walked **through** the room.

At last I’m **through** with my homework.

to, too, two *To* means “in the direction of”; it is also part of the infinitive form of a verb. *Too* means “very” or “also.” *Two* is the number after *one*.

EXAMPLES Jaleela walks **to** school.

She likes **to** study.

The soup is **too** salty.

May I go **too**?

We have **two** kittens.

try and Use *try to*.

EXAMPLE Please **try to** **[not try and]** be on time.

U

unless, without Don’t use *without* in place of *unless*.

EXAMPLE **Unless** **[not Without]** I clean my room, I can’t go to the mall.

used to, use to The correct form is *used to*.

EXAMPLE We **used to** [*not use to*] live in Cleveland, Ohio.

W

waist, waste Your *waist* is where you wear your belt. As a noun, *waste* means “careless or unnecessary spending” or “trash.” As a verb, it means “to spend or use carelessly or unnecessarily.”

EXAMPLES She tied a colorful scarf around her **waist**.

Buying that computer game was a **waste** of money.

Put your **waste** in the dumpster.

Don't **waste** time worrying.

wait, weight *Wait* means “to stay or remain.” *Weight* is a measurement.

EXAMPLES **Wait** right here.

Her **weight** is 110 pounds.

wait for, wait on *Wait for* means “to remain in a place looking forward to something expected.” *Wait on* means “to act as a server.”

EXAMPLES **Wait for** me at the bus stop.

Nat and Tammy **wait on** diners at The Golden Griddle.

way, ways Use *way*, not *ways*, in referring to distance.

EXAMPLE It's a long **way** [*not ways*] to Tipperary.

weak, week *Weak* means “feeble” or “not strong.” A *week* is seven days.

EXAMPLE She felt **weak** for a **week** after the operation.

weather, whether *Weather* is the condition of the atmosphere. *Whether* means “if”; it is also used to introduce the first of two choices.

EXAMPLES The **weather** in Portland is mild and rainy.

Tell me **whether** you can go.

I can't decide **whether** to go or stay.

when, where Don't use *when* or *where* incorrectly in writing a definition.

EXAMPLES A compliment is a flattering remark. [*not A compliment is when you make a flattering remark.*]

Spelunking is the hobby of exploring caves. [*not Spelunking is where you explore caves.*]

where Don't use *where* in place of *that*.

EXAMPLE I see **that** [*not where*] the Yankees are in first place in their division.

where . . . at Don't use *at* after *where*.

EXAMPLE **Where** is your mother? [*not Where is your mother at?*]

who's, whose *Who's* is a contraction of *who is* or *who has*. *Whose* is the possessive form of *who*.

EXAMPLES **Who's** [*Who is*] conducting the orchestra?

Who's [*Who has*] read this book?

Whose umbrella is this?

wind When *wind* has a short-*i* sound, it means “moving air.” When *wind* has a long-*i* sound, it means “to wrap around.”

EXAMPLES The **wind** is strong today.

Wind the bandage around your ankle.

wood, would *Wood* comes from trees. *Would* is a helping verb.

EXAMPLE **Would** you prefer a **wood** bookcase or a metal one?

wound When *wound* is pronounced to rhyme with *sound*, it is the past tense of *wind*. The word *wound* (wōond) means “an injury in which the skin is broken.”

EXAMPLE I **wound** the bandage around my ankle to cover the **wound**.

Y

your, you're *Your* is a possessive form of *you*. *You're* is a contraction of *you are*.

EXAMPLES **Your** arguments are convincing.

You're doing a fine job.

ABBREVIATIONS

An abbreviation is a short way to write a word or a group of words. Abbreviations should be used sparingly in formal writing except for a few that are actually more appropriate than their longer forms. These are *Mr.*, *Mrs.*, and *Dr.* (*doctor*) before names, *A.M.* and *P.M.*, and *B.C.* and *A.D.*

Some abbreviations are written with capital letters and periods, and some with capital letters and no periods; some are written with lowercase letters and periods, and some with lowercase letters and no periods. A few may be written in any one of these four ways and still be acceptable. For example, to abbreviate *miles per hour*, you may write *MPH*, *M.P.H.*, *mph*, or *m.p.h.*

Some abbreviations may be spelled in more than one way. For example, *Tuesday* may be abbreviated *Tues.* or *Tue.* *Thursday* may be written *Thurs.* or *Thu.* In the following lists, only the most common way of writing each abbreviation is given.

When you need information about an abbreviation, consult a dictionary. Some dictionaries list abbreviations in a special section in the back. Others list them in the main part of the book.

MONTHS

Jan.	January	none	July
Feb.	February	Aug.	August
Mar.	March	Sept.	September
Apr.	April	Oct.	October
none	May	Nov.	November
none	June	Dec.	December

DAYS

Sun.	Sunday	Thurs.	Thursday
Mon.	Monday	Fri.	Friday
Tues.	Tuesday	Sat.	Saturday
Wed.	Wednesday		

TIME AND DIRECTION

CDT	central daylight time
CST	central standard time
DST	daylight saving time
EDT	eastern daylight time
EST	eastern standard time
MDT	mountain daylight time
MST	mountain standard time
PDT	Pacific daylight time
PST	Pacific standard time
ST	standard time
NE	northeast
NW	northwest
SE	southeast
SW	southwest
A.D.	in the year of the Lord (Latin <i>anno Domini</i>)
B.C.	before Christ
B.C.E.	before the common era
C.E.	common era
A.M.	before noon (Latin <i>ante meridiem</i>)
P.M.	after noon (Latin <i>post meridiem</i>)

MEASUREMENT

The same abbreviation is used for both the singular and the plural meaning of measurements. Therefore, *ft.* stands for both *foot* and *feet*, and *in.* stands for both *inch* and *inches*. Note that abbreviations of metric measurements are commonly written without periods. U.S. measurements, on the other hand, are usually written with periods.

Metric System

Mass and Weight

t	metric ton
kg	kilogram
g	gram
cg	centigram
mg	milligram

Capacity

kl	kiloliter
l	liter
cl	centiliter
ml	milliliter

Length

km	kilometer
m	meter
cm	centimeter
mm	millimeter

U.S. Weights and Measures

Weight

wt.	weight
lb.	pound
oz.	ounce

Capacity

gal.	gallon
qt.	quart
pt.	pint
c.	cup
tbsp.	tablespoon
tsp.	teaspoon
fl. oz.	fluid ounce

Length

mi.	mile
rd.	rod
yd.	yard
ft.	foot
in.	inch

MISCELLANEOUS MEASUREMENTS

p.s.i.	pounds per square inch
MPH	miles per hour
MPG	miles per gallon
rpm	revolutions per minute
C	Celsius, centigrade
F	Fahrenheit
K	Kelvin
kn	knot

COMPUTER AND INTERNET

CPU	central processing unit
CRT	cathode ray tube
DOS	disk operating system
e-mail	electronic mail
K	kilobyte
URL	uniform resource locator
DVD	digital video disc
d.p.i	dots per inch
WWW	World Wide Web
ISP	internet service provider
DNS	domain name system

ADDITIONAL ABBREVIATIONS

ac	alternating current
dc	direct current
AM	amplitude modulation
FM	frequency modulation
ASAP	as soon as possible
e.g.	for example (Latin <i>exempli gratia</i>)
etc.	and others, and so forth (Latin <i>et cetera</i>)
i.e.	that is (Latin <i>id est</i>)
Inc.	incorporated
ISBN	International Standard Book Number

lc	lowercase
misc.	miscellaneous
p.	page
pp.	pages
R.S.V.P.	please reply (French <i>répondez s'il vous plaît</i>)
SOS	international distress signal
TM	trademark
uc	uppercase
vs.	versus
w/o	without

UNITED STATES (U.S.)

In most cases, state names and street addresses should be spelled out. The postal abbreviations in the following list should be used with ZIP codes in addressing envelopes. They may also be used with ZIP codes for return addresses and inside addresses in business letters. The traditional state abbreviations are seldom used nowadays, but occasionally it's helpful to know them.

State	Traditional	Postal
Alabama	Ala.	AL
Alaska	none	AK
Arizona	Ariz.	AZ
Arkansas	Ark.	AR
California	Calif.	CA
Colorado	Colo.	CO
Connecticut	Conn.	CT
Delaware	Del.	DE
District of Columbia	D.C.	DC
Florida	Fla.	FL
Georgia	Ga.	GA
Hawaii	none	HI
Idaho	none	ID
Illinois	Ill.	IL
Indiana	Ind.	IN

Iowa	none	IA
Kansas	Kans.	KS
Kentucky	Ky.	KY
Louisiana	La.	LA
Maine	none	ME
Maryland	Md.	MD
Massachusetts	Mass.	MA
Michigan	Mich.	MI
Minnesota	Minn.	MN
Mississippi	Miss.	MS
Missouri	Mo.	MO
Montana	Mont.	MT
Nebraska	Nebr.	NE
Nevada	Nev.	NV
New Hampshire	N.H.	NH
New Jersey	N.J.	NJ
New Mexico	N. Mex.	NM
New York	N.Y.	NY
North Carolina	N.C.	NC
North Dakota	N. Dak.	ND
Ohio	none	OH
Oklahoma	Okla.	OK
Oregon	Oreg.	OR
Pennsylvania	Pa.	PA
Rhode Island	R.I.	RI
South Carolina	S.C.	SC
South Dakota	S. Dak.	SD
Tennessee	Tenn.	TN
Texas	Tex.	TX
Utah	none	UT
Vermont	Vt.	VT
Virginia	Va.	VA
Washington	Wash.	WA
West Virginia	W. Va.	WV
Wisconsin	Wis.	WI
Wyoming	Wyo.	WY

Part Two

Grammar, Usage, and Mechanics

Chapter 1 Subjects, Predicates,
and Sentences

Chapter 2 Nouns

Chapter 3 Verbs

Chapter 4 Pronouns

Chapter 5 Adjectives

Chapter 6 Adverbs

Chapter 7 Prepositions,
Conjunctions, and
Interjections

Chapter 8 Clauses and
Complex Sentences

Chapter 9 Verbals

Chapter 10 Subject-Verb
Agreement

Chapter 11 Diagraming
Sentences

Chapter 12 Capitalization

Chapter 13 Punctuation

Chapter 14 Sentence
Combining

Chapter 15 Spelling and
Vocabulary

*Your first discipline is your vocabulary; then your
grammar and your punctuation....Then you add rhyme
and meter. And your delight is in that power.*

—Robert Frost

(you)

Write

People | write

people | Do write

Diagrams | are | useful

Subjects, Predicates, and Sentences

.....

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PRETEST Kinds of Sentences

Write declarative, interrogative, imperative, or exclamatory to identify each sentence.

1. Have you ever heard about the horse Clever Hans?
2. Could it really count and read?
3. Its owner gave signals to the horse.
4. What a good trick it was!
5. Read an article about the horse.

PRETEST Sentences and Sentence Fragments

Write sentence or fragment for each item. Rewrite each fragment to make it a sentence.

6. A new hobby.
7. George learned how to cut glass.

8. He will also drill holes and sand the glass.
9. To have special equipment.
10. He made sun catchers for windows.
11. Presents for friends.
12. My sister likes to knit.
13. Her friend taught knitting classes last year.
14. Sweaters and scarves in many colors.
15. She uses many colors of yarn.

PRETEST Subjects and Predicates

Write each sentence. Underline the simple subjects once and the simple predicates twice.

16. A musical is a play set to music.
17. We saw a musical last week.
18. The singers gave a great performance.
19. Buy a ticket for the next show.
20. What do you like best—opera, rhythm and blues, rock 'n' roll, or country music?
21. Rodgers and Hammerstein wrote the musicals *Oklahoma* and *South Pacific*.
22. The set turned on a hidden platform.
23. Sit next to me in the theater.
24. Laura enjoyed the performance of *Cats*.
25. Here are our seats.

PRETEST Simple, Compound, and Run-on Sentences

Write simple, compound, or run-on to identify each numbered item. If an item is a run-on, rewrite it correctly.

26. The science class studies astronomy in September.
27. The students study maps of the skies they also review charts of the northern constellations.
28. Everyone was familiar with the Big Dipper, but many students did not know about other star formations.

29. Lynn and I decided to learn myths and stories about stars.
30. I read about Orion, Lynn read about Scorpion.
31. We prepared a report and a talk.
32. Lynn found more information on the Internet, and she shared it with me.
33. We also learned about Greek astronomers.
34. The class enjoyed our report, but they wanted more information about certain constellations.
35. They should read articles and watch special reports about astronomy.

1.1 KINDS OF SENTENCES CCSS L.8.1c

A sentence is a group of words that expresses a complete thought.

Different kinds of sentences have different purposes. A sentence can make a statement, ask a question, or give a command. A sentence can also express strong feeling. All sentences begin with a capital letter and end with a punctuation mark. The punctuation mark depends on the purpose of the sentence.

A declarative sentence makes a statement. It ends with a period.

EXAMPLE Edgar Allan Poe wrote suspenseful short stories.

An interrogative sentence asks a question. It ends with a question mark.

EXAMPLE Did Poe also write poetry?

An **imperative sentence** gives a command or makes a request. It ends with a period.

EXAMPLE Read “The Pit and the Pendulum.”

An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

EXAMPLE What a great writer Poe was!

EXAMPLE How I enjoy his stories!

PRACTICE Identifying Kinds of Sentences

Write declarative, interrogative, imperative, or exclamatory to identify each sentence.

1. Have you seen Venus Williams on the tennis court?
2. She won a Grand Slam tennis title in 2000.
3. What a fabulous player she is!
4. She can hit a serve of 121 miles per hour.
5. How exciting it is to watch her play!
6. Her sister Serena won the U.S. Open in 1999.
7. Sign up for tennis lessons this summer.
8. The game takes skill and concentration.
9. Plan to practice as often as possible.
10. Will I see you on the courts?

1.2 SENTENCES AND SENTENCE FRAGMENTS

Every sentence has two parts: a subject and a predicate.

EXAMPLE

Sentence

Emily Dickinson wrote poetry.

Subject

Predicate

The **subject part** of a sentence names whom or what the sentence is about.

The **predicate part** of a sentence tells what the subject does or has. It can also tell what the subject is or is like.

A **sentence fragment** does not express a complete thought. It may also be missing a subject, a predicate, or both.

CORRECTING SENTENCE FRAGMENTS

FRAGMENT	PROBLEM	SENTENCE
The poems.	The fragment lacks a predicate. <i>What did the poems do?</i>	The poems lay in Dickinson's bureau for years.
Wrote about her emotions.	The fragment lacks a subject. <i>Who wrote about her emotions?</i>	This famous poet wrote about her emotions.
Of meaning.	The fragment lacks a subject and a predicate.	Her poems contain many layers of meaning.

PRACTICE Identifying Sentences and Fragments

Write sentence or fragment for each item. Write each sentence and underline the subject part once and the predicate part twice. For each fragment, add a subject or a predicate or both to make it a sentence.

1. The word *dinosaur* means “terrible lizard.”
2. Weighed thousands of pounds.
3. Some dinosaurs were twenty feet tall.
4. Many dinosaurs ate plants.
5. Huge jaws and sharp teeth.
6. Dinosaurs may have been cold-blooded creatures.
7. Dinosaurs disappeared a long time ago.
8. Were good fighters.
9. Many ideas and theories about dinosaurs.
10. The dinosaurs may have starved to death.

1.3 SUBJECTS AND PREDICATES

A sentence consists of a subject and a predicate that together express a complete thought. Both a subject and a predicate may consist of more than one word.

EXAMPLE  Charles Dickens's **novels** **are** still popular today.

EXAMPLE My English **teacher** **wrote** an article about Dickens.

The **complete subject** includes all the words in the subject of a sentence.

The **complete predicate** includes all the words in the predicate of a sentence.

Not all words in the subject or the predicate are equally important.



The simple subject is the main word or word group in the complete subject.

The simple subject is usually a noun or a pronoun. A **noun** is a word that names a person, a place, a thing, or an idea. A **pronoun** is a word that takes the place of one or more nouns.

The simple predicate is the main word or word group in the complete predicate.

The simple predicate is always a verb. A **verb** is a word that expresses action or a state of being.

Sometimes the simple subject is the same as the complete subject. Sometimes the simple predicate is the same as the complete predicate.

PRACTICE Identifying Complete Subjects and Complete Predicates

Write each sentence. Underline the complete subject once and the complete predicate twice.

1. Some teachers do not assign homework.
2. Others give students hours of homework.
3. Family time is important to many parents.
4. Many students spend over two hours a night on homework.
5. One grade school in California has a different program.
6. Students attend school 220 days a year.

7. Families take vacations at any time.
8. Homework is not given in any class.
9. Summer vacation lasts one week.
10. The school has a long waiting list.

PRACTICE Identifying Simple Subjects and Simple Predicates

Write each sentence. Underline the simple subject once and the simple predicate twice.

1. Everyone brought a notebook to the lecture.
2. The presentation lasted an hour.
3. Many people send cards or gifts on Valentine's Day.
4. We learned about customs in various countries.
5. The bald eagle is the national emblem of the United States.
6. The long wanderings of Odysseus lasted ten years.
7. Many Japanese women still wear traditional kimonos on special occasions.
8. The family's pictures were stored inside an old suitcase.
9. I also bought several souvenirs.
10. That silver ring should fit me perfectly.

1.4 IDENTIFYING THE SUBJECT

In most sentences, the subject comes before the predicate.

EXAMPLE Subject Predicate
 Washington Irving described New York in his stories.

Other kinds of sentences, such as questions, begin with part or all of the predicate. The subject comes next, followed by the rest of the predicate.

EXAMPLE Predicate Subject Predicate
 Are people still reading his stories?

To locate the subject of a question, rearrange the words to form a statement.

PREDICATE	SUBJECT	PREDICATE
Did	Irving	write many funny stories?
	Irving	did write many funny stories.

The predicate also comes before the subject in sentences with inverted word order and in declarative sentences that begin with *Here is*, *Here are*, *There is*, and *There are*.

EXAMPLE ┌────────── Predicate ─────────┐ ┌── Subject ─┐
Over the paper raced Irving's pen.

EXAMPLE ┌── Predicate ─┐ ┌────────── Subject ─────────┐
There is Irving's original manuscript.

In imperative sentences (requests and commands), the subject is usually not stated. The predicate is the entire sentence. The word *you* is understood to be the subject.

EXAMPLE ┌── Understood Subject ─┐ ┌────────── Predicate ─────────┐
(You) Look for the author's name on the cover.

PRACTICE Identifying the Subject

Write each sentence. Underline the complete subject. Write (You) before any sentence with an understood subject.

- Some animals hardly ever see the daylight.
- They live in nests in underground tunnels.
- There is the small mole, for example.
- Into a tunnel scampers the hard-working mole.
- Do insects really make up part of the mole's diet?
- How energetic the mole is!
- Find more information about moles in the library.
- Their eyes are extremely tiny.
- They can only distinguish light from dark.
- Has anyone seen a nature video about moles?

1.5 COMPOUND SUBJECTS AND COMPOUND PREDICATES

A sentence may have more than one simple subject or simple predicate.

A compound subject consists of two or more simple subjects that have the same predicate. The subjects may be joined by *and*, *or*, *both . . . and*, *either . . . or*, or *neither . . . nor*.

EXAMPLE **Charlotte Brontë** and **Emily Brontë** were sisters.

When the two simple subjects are joined by *and* or by *both . . . and*, the compound subject is plural. Use the plural form of the verb to agree with the plural compound subject.

When simple subjects are joined by *or*, *either . . . or*, or *neither . . . nor*, the verb must agree with the nearer simple subject.

EXAMPLE Neither **Charlotte** nor **Emily is** my favorite author.

EXAMPLE Neither her **sisters** nor **Charlotte was** outgoing.

EXAMPLE Neither **Charlotte** nor her **sisters were** outgoing.

In the first sentence, *Emily* is the nearer subject, so the singular form of the verb is used. In the second sentence, *Charlotte* is the nearer subject, so the singular form of the verb is used here too. In the third sentence, *sisters* is the nearer subject, so the plural form of the verb is used.

A compound predicate consists of two or more simple predicates, or verbs, that have the same subject. The verbs may be connected by *and*, *or*, *but*, *both . . . and*, *either . . . or*, or *neither . . . nor*.

EXAMPLE Many students **read** and **enjoy** novels.

The compound predicate in this sentence consists of *read* and *enjoy*. Both verbs agree with the plural subject, *students*.

PRACTICE Identifying Compound Subjects and Compound Predicates

Write each sentence, using the correct form of the verb in parentheses. Then underline the compound subjects once and the compound predicates twice.

1. Andrea and Josh (is, are) good friends.
2. Job applicants either (applies, apply) in person or (sends, send) résumés by mail.
3. Both Mrs. Chan and Mr. Edgar (studies, study) and (teaches, teach) history.
4. A teacher or a parent (directs, direct) the junior-high play and (prepares, prepare) the program.
5. Tessa (likes, like) the new school but (misses, miss) her old friends.
6. Neither his friends nor Abdul (walks, walk) or (rides, ride) a bike to school.
7. Abdul and his friends (takes, take) the bus or (gets, get) rides from their parents.
8. The students and families both (speaks, speak) and (reads, read) French.
9. Neither Alexia nor Raul (was, were) joining the team.
10. Aaron both (writes, write) and (performs, perform) in plays.

1.6 SIMPLE, COMPOUND, AND RUN-ON SENTENCES

A **simple sentence** has one subject and one predicate.

EXAMPLE  Eudora Welty lived in Jackson, Mississippi.

A simple sentence may have a compound subject, a compound predicate, or both, as in the following example.

EXAMPLE  Jeff and I read and enjoy Welty's stories.

A **compound sentence** is a sentence that contains two or more simple sentences joined by a comma and a coordinating conjunction (*and, but, or*) or by a semicolon.

EXAMPLE

Welty is a novelist, but she also writes essays.

Compound Sentence

EXAMPLE

Welty is a novelist; she also writes essays.

Simple SentenceSimple Sentence

A run-on sentence is two or more sentences incorrectly written as one sentence. To correct a run-on, write separate sentences or combine the sentences.

CORRECTING RUN-ON SENTENCES	

RUN-ON	CORRECT
Welty wrote novels she wrote essays.	Welty wrote novels. She wrote essays.
Welty wrote novels, she wrote essays.	Welty wrote novels, and she wrote essays.
	Welty wrote novels; she wrote essays.

PRACTICE

Identifying Simple, Compound, and Run-on Sentences

Write simple, compound, or run-on to identify each numbered item. If an item is a run-on, rewrite it correctly.

- Many male baseball players were in the armed services during World War II.
- During that time, the All-American Girls Professional Baseball League was created and helped keep professional baseball alive.
- The Racine Belles and the Rockford Peaches were two of the teams.
- The women played in baseball stadiums in the Midwest they earned from \$55 to \$125 per week.

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5. The women played hard, but they had to wear feminine attire.
6. The “Darlings of the Diamonds” wore short skirts as part of their uniforms.
7. Do you play in an organized baseball league, or do you prefer informal games?
8. Every day after school, I practice my pitching and batting.
9. Our team won the playoffs, and we hung our winning banner at school.
10. Did you watch the game, or did you read the story about it in the newspaper?

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Jane Addams

¹Many men and women has made a difference in the lives of others. ²Jane Addams is an example of one such woman. ³her work changed people’s lives.

⁴Her degree from the Rockford Female Seminary in Illinois in 1882. ⁵Addams visited Europe, she was affected by the poverty there. ⁶A trip to a settlement house in London changed her life and the lives of others?

⁷Settlement houses were needed to help workers who moved to the cities. ⁸Addams reterved to Chicago. ⁹She opened a settlement in Hull House, she moved into the mansion and used her own money and the contributions from others to keep it running. ¹⁰Addams even became a garbage inspector and helped to clean up the filthy streets?

¹¹Hull House continued to grow and eventually included thirteen buildings. ¹²Addams continued to work for change. ¹³She spoke about the rights of workers and children she also helped to create the first juvenile court. ¹⁴In 1931, she were awarded the Nobel Peace Prize.

POSTTEST Kinds of Sentences

Write declarative, interrogative, imperative, or exclamatory to identify each sentence.

1. I bought a new radio for use during emergencies.
2. What a wonderful idea!
3. Turn on the radio and listen to this program.
4. Does the radio work without electricity?
5. The radio operates by solar power.

POSTTEST Sentences and Sentence Fragments

Write sentence or fragment for each item. Rewrite each fragment to make it a sentence.

6. Near the lake not far from the shore.
7. Use the kayak or the canoe.
8. Kayaks sit deep in the water.
9. The new paddle for the kayak.
10. The camping gear fits in the canoe.
11. The new tent takes up very little space.
12. Folds into a small rectangle.
13. Put the lantern under the seat.
14. The campsite is available for three nights.
15. Wood and kindling for the campfire.

POSTTEST Subjects and Predicates

Write each sentence. Underline the simple subjects once and the simple predicates twice.

16. Have you visited the seashore along the Atlantic or Pacific Oceans in recent years?
17. Crabs often live in rock pools along the shore.
18. Does calcium carbonate make the shells of crabs and lobsters hard and stony?
19. There are the muddy shores of some tropical seacoasts.

20. The shallow waters of tropical coasts may be covered with mangrove plants.
21. Roots hold the mangroves in the mud.
22. Through the mangrove swamps swim alligators.
23. Look for other unusual animals.
24. Oil spills from tankers can damage the seashore and its life forms.
25. The oil poisons birds and seals.

POSTTEST Simple, Compound, and Run-on Sentences

Write simple, compound, or run-on to identify each numbered item. If an item is a run-on, rewrite it correctly.

26. Nineteen students are appearing in this year's class play.
27. Paul is working on lights, and Emma is helping with the sets and props.
28. I tried out for the play I got a small part as the daughter of one of the main characters.
29. My family and some of my friends will attend both performances of the play.
30. Ken and Maureen made the posters and hung them around the school.
31. Janine sold tickets Alec put an ad in the school paper.
32. We will perform on Friday night and Saturday afternoon.
33. Did Kim make her own costume, or did her mother and aunt make it for her?
34. Jessie bought a ticket for Friday, but she came on Saturday instead.
35. Ms. Hanson directed the play, and Mr. Akeem and Mr. Williams directed the music.

Chapter 2

Nouns

.....

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PRETEST Kinds of Nouns

Write each noun. Label the common nouns C and the proper nouns P.

1. Paul discovered the next morning that five sheep had escaped.
2. The family is going to travel around the United States and Mexico in a mobile home.
3. Is the ozone layer over the Arctic thinning as much as the layer over the Antarctic?
4. Sunspot Airlines offers more room throughout the cabins of their airplanes than any other airline.
5. The Alcyon Theater has a first-come, first-serve policy for seating people.

PRETEST Possessive Nouns

Write the possessive form of the noun in parentheses.

6. The (boy) favorite cousin went away to college.
7. (Wes) sister is the president of the firm.

8. The (car) interior is gray and black.
9. A raccoon ate (Riley) food.
10. The new intern had trouble finding the (doctors) lounge.
11. The (Woods) cabin is on the north shore of the lake.
12. The judge did not allow the (companies) financial records to be used as evidence.
13. Her (boss) house is the stone mansion at the end of the road.
14. The (girls) dance performance won awards for creativity and originality.
15. The police officer listened to the (women) stories.

PRETEST Recognizing Plurals, Possessives, and Contractions

Identify the italicized word in each sentence by writing plural noun, singular possessive noun, plural possessive noun, or contraction.

16. I saw my *sister's* friend at the rodeo.
17. Has anyone seen *Petra's* hairbrush?
18. *Today's* the last day to sign up for summer school.
19. *Beekeepers* wear special suits to protect their bodies.
20. The *children's* story time was interrupted by the fire alarm.
21. I presented my paper at the *writers'* conference.
22. Molten rock bubbles out of cracks in *Earth's* crust.
23. The *farmers'* market is closed on Monday.
24. The *dogs* chased the fox through the woods.
25. *Maria's* leaving on the ten o'clock train.

PRETEST Appositives

Write the appositive or appositive phrase in each sentence.

26. The Renaissance, a renewed interest in learning, began in Italy and spread across Europe.
27. Mira's favorite dinosaur, *Tyrannosaurus rex*, had razor-sharp teeth and powerful claws.

28. Her brother James is a legal secretary.
29. After Justine finished writing her latest book, a twelve-hundred-page novel, she took some time off.
30. Have you read A. A. Milne's book *Winnie-the-Pooh*?
31. Jules Verne, a French author, wrote over sixty-five books inspired by technological progress.
32. Last year, the year of the big hurricane, was the year I entered high school.
33. The early works of the Dutch painter Vincent van Gogh were influenced by Impressionism.
34. A star on both stage and screen, Angela Lansbury works hard to keep in touch with her fans.
35. Abraham Lincoln, the sixteenth president of the United States, laid the foundation for a free, modern nation.

2.1 KINDS OF NOUNS

A **noun** is a word that names a person, a place, a thing, or an idea.

NOUNS	
PERSONS	sister, mayor, player, coach, pianist, children
PLACES	park, zoo, lake, school, playground, desert, city
THINGS	magazine, boots, rose, pencil, peach, baseball, car
IDEAS	honesty, truth, democracy, pride, maturity, progress

A **common noun** names *any* person, place, thing, or idea.

A **proper noun** names *a particular* person, place, thing, or idea.

The first word and all other important words in a proper noun are capitalized: *Edgar Allan Poe*, *Statue of Liberty*.

Common nouns can be either concrete or abstract.

Concrete nouns name things you can see or touch.
Abstract nouns name ideas, qualities, and feelings that can't be seen or touched.

KINDS OF NOUNS		
COMMON NOUNS		PROPER NOUNS
Abstract	Concrete	
truth	document	Supreme Court
courage	crown	Queen Elizabeth I
time	snow	December
history	museum	Museum of Modern Art
entertainment	actor	Meryl Streep
education	school	Howard University
comedy	comedian	Jerry Seinfeld
friendship	friend	Jessica
tragedy	ship	<i>Titanic</i>

Compound nouns are nouns made of two or more words.

A compound noun can be one word, like *storybook*, or more than one word, like *ice cream*. A compound noun can also be joined by one or more hyphens, like *runner-up*.

COMPOUND NOUNS	
ONE WORD	housekeeper, showcase, bookmark, outdoors, teammate
MORE THAN ONE WORD	post office, dining room, maid of honor, high school
HYPHENATED	sister-in-law, great-aunt, kilowatt-hour, walkie-talkie

PRACTICE Identifying Common and Proper Nouns

Write each noun. Label the common nouns C and the proper nouns P.

1. Both lions and house cats are members of the scientific family Felidae.
2. The Superdome in New Orleans is the largest indoor arena.
3. All the students want to help out at the local fund-raising event.
4. Bill has been saving his money because he wants to buy a new guitar.
5. Egypt is home to some of the most beautiful structures in the world.
6. Crispus Attucks was an American protester killed in the Boston Massacre.
7. The first time we went to Arizona, the temperature was in the hundreds on most days.
8. Lise and Hillary went as a hedgehog and a raccoon for Halloween.
9. Aunt Mary made soup with the vegetables she bought at the vegetable stand in Mattoon.
10. The beaches in Hawaii are great places to swim, snorkel, and surf.

2.2 SINGULAR AND PLURAL NOUNS

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one.

To form the plural of most nouns, you simply add -s. Other plural nouns are formed in different ways.

FORMING PLURAL NOUNS

NOUNS ENDING WITH	TO FORM PLURAL	EXAMPLES		
s, z, ch, sh, x	Add -es .	bus buses	buzz buzzes	box boxes
o preceded by a vowel	Add -s .	rodeo rodeos	studio studios	radio radios
o preceded by a consonant	Usually add -es .	hero heroes	potato potatoes	echo echoes
	Sometimes add -s .	zero zeros	photo photos	piano pianos
y preceded by a vowel	Add -s .	day days	turkey turkeys	toy toys
y preceded by a consonant	Usually change y to i and add -es .	city cities	diary diaries	penny pennies
f or fe	Usually change f to v and add -s or -es .	wife wives	leaf leaves	half halves
	Sometimes add -s .	roof roofs	chief chiefs	belief beliefs

To form the plural of compound nouns written as one word, usually add *-s* or *-es*. To form the plural of compound nouns that are written as more than one word or are hyphenated, make the main noun in the compound word plural, or check a dictionary.

COMPOUND NOUNS	
ONE WORD	doorbells, necklaces, rosebushes; <i>Exception:</i> passersby
MORE THAN ONE WORD	post offices, dining rooms, maids of honor, high schools
HYPHENATED	brothers-in-law, great-aunts, eighth-graders, push-ups

Words such as *family* and *team* are called collective nouns.

A collective noun names a group of people, animals, or things.

A collective noun subject may be followed by a singular verb or a plural verb, depending on the meaning. The subject is singular when the members of the group act as a single unit. The subject is plural when each member of the group acts separately. Other words in a sentence can sometimes help you decide whether a collective noun is singular or plural.

EXAMPLE The **team shares** the field with **its** opponent.
[shares, its, singular]

EXAMPLE The **team share their** jokes with one another.
[share, their, plural]

PRACTICE Forming Plural Nouns

Write the plural form of each noun.

- | | |
|---------------|---------------------|
| 1. insect | 6. strategy |
| 2. ego | 7. chef |
| 3. toothbrush | 8. knife |
| 4. shelf | 9. highway |
| 5. tornado | 10. attorney-at-law |

PRACTICE Identifying Collective Nouns

Write each collective noun. Label it S if it's singular and P if it's plural.

1. The swim team travels to Plano once a month.
2. The marching band buy their own instruments.
3. The ant colony stores food for the long winter.
4. The class present their speeches.
5. The crowd wants to hear another song.
6. The art committee vote for their favorite painting.
7. The crew works seven days a week.
8. The group drive separately to the performance.
9. The congregation holds a garage sale for charity.
10. The Ramirez family wants to move to Alaska.

2.3 POSSESSIVE NOUNS

A noun can show ownership or possession of things or qualities. This kind of noun is called a possessive noun.

A possessive noun tells who or what owns or has something.

Possessive nouns may be common nouns or proper nouns. They may also be singular or plural. Notice the possessive nouns in the following sentences:

SINGULAR NOUN	Rita has a book about baseball.
SINGULAR POSSESSIVE NOUN	Rita's book is about baseball.
PLURAL NOUN	Several cities have baseball teams.
PLURAL POSSESSIVE NOUN	These cities' teams attract fans.

Possessive nouns are formed in one of two ways. To form the possessive of singular nouns and plural nouns not ending in *s*, add an apostrophe and *s* (*'s*). To form the possessive of plural nouns ending in *s*, add just an apostrophe at the end of the word.

FORMING POSSESSIVE NOUNS

NOUNS	TO FORM POSSESSIVE	EXAMPLES
All singular nouns; plural nouns not ending in s	Add an apostrophe and s ('s).	a girl—a girl 's name Germany—Germany 's exports the bus—the bus 's capacity Ms. Ames—Ms. Ames 's class children—children 's toys women—women 's coats
Plural nouns ending in s	Add just an apostrophe (') at the end of the plural noun.	babies—babies ' birth weight the Joneses—the Joneses ' car

PRACTICE Writing Possessive Nouns

Write the possessive form of the noun in parentheses.

1. The hawk stole the eggs from that (bird) nest.
2. (Dennis) entry in the soapbox derby won first place.
3. The rose (bush) thorns were very sharp.
4. The (lawyers) meeting was cancelled because of schedule conflicts.
5. (France) largest and most celebrated city is Paris.
6. The (states) position on the matter is clear.
7. The (Jacobs) home was not damaged by the tornado.
8. What is your (brother) shoe size?
9. The (children) dog was afraid of the fireworks.
10. A skeleton supports an (animal) body.

2.4 RECOGNIZING PLURALS, POSSESSIVES, AND CONTRACTIONS

Most plural nouns, all possessive nouns, and certain contractions end with the sound of *s*. These words may sound alike, but their spellings and meanings are different.

NOUN FORMS AND CONTRACTIONS		
	EXAMPLE	MEANING
Plural Noun	The students wrote a play.	more than one student
Plural Possessive Noun	The students' play is good.	the play by several students
Singular Possessive Noun	I saw the student's performance.	the performance of one student
Contraction	This student's the author. This student's written other plays.	This student is the author. This student has written other plays.

A **contraction** is a word made by combining two words and leaving out one or more letters. An apostrophe shows where the letters have been omitted.

Plural nouns don't have an apostrophe. Contractions and singular possessive nouns look exactly alike. Some plural possessive nouns end with 's, and some end with just an apostrophe. You can tell these words apart by the way they're used in a sentence.

NOUN FORMS AND CONTRACTIONS			
PLURAL NOUNS	CONTRACTIONS	SINGULAR POSSESSIVE NOUNS	PLURAL POSSESSIVE NOUNS
speakers	speaker's	speaker's	speakers'
women	woman's	woman's	women's
echoes	echo's	echo's	echoes'
countries	country's	country's	countries'

PRACTICE Identifying Plurals, Possessives, and Contractions

Identify the *italicized* word in each sentence by writing plural noun, singular possessive noun, plural possessive noun, or contraction.

1. The bank *teller's* hours began at 8:30 A.M.
2. *August's* paintings are becoming very popular.
3. The *donkeys* walked right up to our window.
4. *Peter's* not going to join the swim team.
5. The *chefs'* secret recipes will be available at the fair.
6. *Andy's* been waiting for a long time.
7. A *squid's* body has a cavity that takes in and ejects water.
8. The *schools'* classrooms were too cold for the students.
9. Put the toys in the *children's* playroom.
10. I am going to the hockey tournament with my *brothers*.

2.5 APPOSITIVES

An **appositive** is a noun that is placed next to another noun to identify it or add information about it.

EXAMPLE James Madison's wife, **Dolley**, was a famous first lady.

The noun *Dolley* identifies the noun next to it, *wife*. In this sentence, *Dolley* is an appositive.

An **appositive phrase** is a group of words that includes an appositive and other words that modify the appositive.

EXAMPLE Madison, **our fourth president**, held many other offices.

The words *our* and *fourth* modify the appositive *president*. The phrase *our fourth president* is an appositive phrase. It identifies the noun *Madison*.

An appositive or an appositive phrase can appear anywhere in a sentence as long as it appears next to the noun it identifies.

EXAMPLE **Our fourth president**, Madison held many other offices.

EXAMPLE Many historians have studied the life of Madison, **our fourth president**.

Appositives and appositive phrases are usually set off with commas. If the appositive is essential to the meaning of the sentence, however, commas are not used.

EXAMPLE Madison's friend **Thomas Jefferson** was president before Madison.

EXAMPLE Madison's father, **James Madison**, was a plantation owner.

Obviously, Madison had more than one friend, so the appositive, *Thomas Jefferson*, is needed to identify this particular friend. No commas are needed. However, Madison had only one father. The father's name is not needed to identify him. Therefore, commas are needed.

PRACTICE Identifying Appositives

Write each sentence. Underline the appositive or appositive phrase and add appropriate commas. Circle the noun the appositive identifies.

1. In 1926, John Logie Baird a Scottish television pioneer demonstrated the first television system.
2. My new puppy a golden retriever is learning to swim.
3. Mt. Whitney the highest peak in the lower forty-eight states is on the east side of the Great Western Divide.
4. The speaker a good friend of mine is inspiring.
5. A true sportsman Uncle Bill never keeps the fish he catches.
6. My sister's friend Ellie has a pet iguana.
7. He was five when he caught his first fish a rainbow trout.
8. The author a Tibetan monk lived to be 106 years old.
9. His father the dean of students is retiring next year.
10. The Russian cosmonaut Aleksei Leonov was the first person to walk in outer space.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Helen Beatrix Potter

¹Helen Beatrix Potter a popular childrens writer wrote and illustrated about twenty-five books. ²All her books contain animals as characters. ³*The Tale of Peter Rabbit* the most famous of her storys was written for her ex-governesses sick son.

⁴The success of *Peter Rabbit* inspired *The Tale of benjamin Bunny* another popular book. ⁵The original illustrations for all of her works are now on display in the Tate Gallery in London.

⁶Potters childhood was lonely and restrictive. ⁷She spent her summers painting and drawing in scotland. ⁸She returned to England as an adult. ⁹There she bought several farms and became a sheep farmer. ¹⁰Upon her death, potter willed more than four thousand acres of her land to the National Trust.

POSTTEST Kinds of Nouns

Write each noun. Label the common nouns C and the proper nouns P.

1. Hannah and her sister swam in Lake Michigan on their vacation.
2. Kate pulled her little brother around the yard in their little red wagon.
3. The train ride from San Francisco to Los Angeles took us on a scenic route.
4. The band will be performing at the Circle Star Theater for two weeks.
5. Magellan was the first explorer to circumnavigate the globe.

POSTTEST Possessive Nouns

Write the possessive form of the noun in parentheses.

6. My (grandmother) piano needs to be tuned.
7. Wendy Mass wrote the book (*Women*) *Rights*.
8. The water in the (cows) watering trough is frozen.
9. (Vicky) nephew won a blue ribbon at the fair.
10. The (Turners) letter carrier lives next door to me.
11. The sequins on the (skaters) costumes were all sewn on by hand.
12. That (dish) recipe is in the newspaper today.
13. The (employees) picnic was canceled because of thunderstorms.
14. The (neighbor) tree fell on our fence.
15. Last year the adventure group climbed two of (North America) highest peaks.

POSTTEST Recognizing Plurals, Possessives, and Contractions

Identify the italicized word in each sentence by writing plural noun, singular possessive noun, plural possessive noun, or contraction.

16. What are you going to give your dad for *Father's* Day?
17. *Jonas's* mother joined the community watch group.
18. *Mary's* not going to the movie with us.
19. The baseball *players'* strike lasted three months.
20. My *sister's* never been to a concert before.
21. The *Beatles'* last concert was held at Candlestick Park in San Francisco.
22. Are there any more *tickets* for sale?
23. The *carpenter's* taking a long time to finish this job.
24. *Will's* parents were the first to congratulate him.
25. Where is the key to your *parents'* car?

POSTTEST **Appositives**

Write the appositive or appositive phrase in each sentence.

- 26.** Mrs. Nash, the principal of our school, was not at the football game.
- 27.** Christopher Columbus, a European explorer, arrived in the Americas in 1492.
- 28.** Fifi, my cousin's toy poodle, only weighs about five pounds.
- 29.** Jackie Young, the star of the football team, signs autographs for his fans after every game.
- 30.** His sister Kris will be home for the holidays.
- 31.** The composer Leonard Bernstein worked with Stephen Sondheim, who wrote lyrics.
- 32.** We are meeting the rest of the group in Denver, the mile-high city.
- 33.** Her math teacher, Mr. Winston, is our coach.
- 34.** Give this letter to that young woman, one of our attorneys.
- 35.** Caroline's friend Tara helped establish the recycling program at our school.

Chapter 3

Verbs

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PRETEST Action Verbs and Linking Verbs

Write each verb. Label the action verbs A and the linking verbs L.

1. Football in the United States started as a college sport.
2. The game was brand new in 1875.
3. Twenty-five players played on a team.
4. Walter Camp introduced the idea of "downs."
5. He also lined the field with chalk.
6. College football is exciting.
7. College bowl games are a tradition.
8. The Hall of Fame honors outstanding players.
9. Who can nominate a player for this honor?
10. A football weighs about fifteen ounces.

PRETEST Direct Objects, Indirect Objects, Predicate Nouns, and Predicate Adjectives

Identify the italicized word in each sentence by writing direct object, indirect object, predicate noun, or predicate adjective.

11. The photos in the album are *small*.
12. The White House tour guide showed *visitors* the Green and Red Rooms.
13. The whistle sounds *shrill*.
14. The dog carried its *puppies* to the basket.
15. A triangle has three *sides*.
16. The painting was *breathhtaking*.
17. I showed *Sarah* the letter.
18. Read the package *directions* carefully.
19. The blues is a *form* of music.
20. Billie Holiday was a famous blues *singer*.

PRETEST Present and Past Tenses and Progressive Forms

Write the verb. Then write present tense, past tense, present progressive, or past progressive to identify it.

21. Anwar was doing research about the history of money.
22. People use money to trade.
23. Long ago farmers used cattle for money.
24. Money tells a story.
25. At one time, Fijians used whales' teeth as money.
26. Throughout the Revolutionary War, the Continental Congress was issuing large amounts of paper money.
27. Emma is collecting the new quarters with symbols for various states on the backs of the coins.
28. The United States Mint is printing quarters with a design for each of the fifty states.
29. A government agency protects the users of banks.
30. This agency guarantees the safety of bank deposits.

PRETEST Perfect and Future Tenses

Write the verb. Then write present perfect, past perfect, future, or future perfect to identify it.

- 31.** By noon we had completed the project.
- 32.** We shall read the play at the first rehearsal.
- 33.** Robert will grow vegetables in his garden this year.
- 34.** Students have earned money to take the trip.
- 35.** Who will set the table tonight?
- 36.** By tonight I shall have completed the assignment.
- 37.** The players will have left the park after the final game.
- 38.** We have organized all of the books this week.
- 39.** The key has disappeared from the drawer.
- 40.** The staff had prepared all year for the camping trip.

PRETEST Irregular Verbs

Write the correct verb form from the choices in parentheses.

- 41.** The baby ducks (swum, swam) in a row behind their mother.
- 42.** Paul (find, found) the long-missing document in an old file cabinet.
- 43.** The play (began, begun) promptly at 8:00 P.M.
- 44.** These jeans (cost, costed) more than I expected.
- 45.** The candidate has (spoke, spoken) at campaign rallies in five communities today.
- 46.** The kitten had (grew, grown) quickly.
- 47.** The news about the discovery of gold (spread, spreaded) throughout California and the United States.
- 48.** Hashim and Terry (went, gone) to the baseball game together.
- 49.** Katlyn (threw, thrown) the winning pitches in the last two games.
- 50.** I (telled, told) the story about the tortoise and the hare.

3.1 ACTION VERBS

You may have heard the movie director's call for "lights, camera, *action!*" The actions in movies and plays can be expressed by verbs. If a word expresses action and tells what a subject does, it's an action verb.

An action verb is a word that expresses action. An action verb may be made up of more than one word.

Notice the action verbs in the following sentences.

EXAMPLE The director **shouts** at the members of the cast.

EXAMPLE The lights **are flashing** above the stage.

EXAMPLE The audience **arrived** in time for the performance.

EXAMPLE Several singers **have memorized** the lyrics of a song.

Action verbs can express physical actions, such as *shout* and *arrive*. They can also express mental activities, such as *memorize* and *forget*.

ACTION VERBS	
PHYSICAL	shout, flash, arrive, talk, applaud, act, sing, dance
MENTAL	remember, forget, think, memorize, read, dream, appreciate

Have, *has*, and *had* are often used before other verbs. They can also be used as action verbs when they tell that the subject owns or holds something.

EXAMPLE The actors already **have** their costumes.

EXAMPLE The director **has** a script in her back pocket.

EXAMPLE Rosa **had** a theater program from 1920.

PRACTICE Identifying Action Verbs

Write the action verbs.

1. Spanish conquerors brought horses to the Americas.
2. American wild horses may have descended from them.
3. In 1872 everyone on the ship *Mary Celeste* vanished.
4. This ship had set sail from New York harbor.
5. It was later found at sea with no one aboard.
6. Cattails grow in wetlands throughout the country.
7. Many birds and amphibians live in the wetlands.
8. In 1855 Walt Whitman published *Leaves of Grass*.
9. Whitman wrote the poem "O Captain! My Captain!"
10. It honored the assassinated president Abraham Lincoln.

3.2 TRANSITIVE AND INTRANSITIVE VERBS

In some sentences, the predicate consists of only an action verb.

EXAMPLE The actor **rehearsed**.

Most sentences provide more information. The predicate often names who or what receives the action of the verb.

EXAMPLE The actor rehearsed his **lines** from the play.

The word *lines* tells what the actor rehearsed. *Lines* is a direct object.

A direct object receives the action of a verb. It answers the question *whom?* or *what?* after an action verb.

A sentence may have a compound direct object. That is, a sentence may have more than one direct object.

EXAMPLE We saw **Maurice** and **Inez** in the audience.

When an action verb transfers action to a direct object, the verb is transitive. When an action verb has no direct object, the verb is intransitive.

A transitive verb has a direct object.

An intransitive verb does not have a direct object.

Most action verbs can be transitive or intransitive. A verb can be labeled transitive or intransitive only by examining its use in a particular sentence.

EXAMPLE The audience **applauds** the actors. [transitive]

EXAMPLE The audience **applauds** loudly. [intransitive]

PRACTICE Recognizing Transitive and Intransitive Verbs

For each sentence, write the action verb. Then write T if the verb is transitive or I if the verb is intransitive. If the verb is transitive, write the direct object or objects.

1. The Sun provides energy in the form of light.
2. All plants grow toward the sun.
3. Flowers in a field face in the same direction.
4. Plants use sunlight in photosynthesis, a food-making process.
5. Plants absorb water and carbon dioxide.
6. With the help of light energy, these change into sugar and oxygen.
7. The sugar stays in the plant as food for plants.
8. The plant releases oxygen into the air.
9. Some seedlings grow into tall plants.
10. We will do some experiments with sunlight.

3.3 INDIRECT OBJECTS

A direct object answers the question *whom?* or *what?* after an action verb.

EXAMPLE Friends sent **flowers**.

In some sentences, an indirect object also follows an action verb.

An indirect object answers the question *to whom?* or *for whom?* or *to what?* or *for what?* an action is done.

EXAMPLE Friends sent the **actors** flowers.

The direct object in the sentence is *flowers*. The indirect object is *actors*. *Actors* answers the question *to whom?* after the action verb *sent*.

A sentence may have a compound indirect object. In the sentence below, *cast* and *orchestra* are indirect objects. The direct object is *thanks*.

EXAMPLE Ms. Ortiz gave the **cast** and the **orchestra** her thanks.

An indirect object appears only in a sentence that has a direct object. Two clues can help you recognize an indirect object. First, an indirect object always comes between the verb and the direct object. Second, you can put the word *to* or *for* before an indirect object and change its position. The sentence will still have the same meaning, but it will no longer have an indirect object.

EXAMPLE Friends **sent** the **director** **flowers**. [*Director is an indirect object.*]

EXAMPLE Friends sent flowers **to the director**. [*Director is not an indirect object.*]

You know that in the first sentence *director* is the indirect object because it comes between the verb and the direct object and because it can be placed after the word *to*, as in the second sentence.

PRACTICE Identifying Direct and Indirect Objects

Write the indirect objects and underline them. Then write the direct objects.

1. The bus driver gave the passengers transfers.
2. The storyteller told the audience tales about growing up in North Carolina.
3. The catalog promises customers delivery within one week.
4. The president awarded Rosa Parks the Presidential Medal of Freedom in 1996.
5. Tenissa sent her friends picture postcards.
6. Ms. Jamison offered her co-worker assistance.
7. Val tossed the dog a small ball.
8. David and Tony served the firefighters pasta and salad for dinner.
9. Jordan drew his sister a picture of her dog.
10. Carol made her family a scrapbook.

3.4 LINKING VERBS AND PREDICATE WORDS

A **linking verb** connects the subject of a sentence with a noun or an adjective in the predicate.

EXAMPLE Juana Ortiz **was** the **director**.

EXAMPLE Ms. Ortiz **is** **imaginative**.

In the first sentence, the verb *was* links the noun *director* to the subject. *Director* identifies the subject. In the second sentence, the verb *is* links the adjective *imaginative* to the subject. *Imaginative* describes the subject.

A **predicate noun** is a noun that follows a linking verb. It renames or identifies the subject.

A predicate adjective is an adjective that follows a linking verb. It describes, or modifies, the subject.

A sentence may contain a compound predicate noun or a compound predicate adjective.

EXAMPLE Ms. Ortiz is a **teacher** and a **musician**. [compound predicate noun]

EXAMPLE Ms. Ortiz is **stern** but **fair**. [compound predicate adjective]

COMMON LINKING VERBS			
be (am, is, are,	seem	taste	sound
was, were)	appear	feel	grow
become	look	smell	turn

Most of these verbs can also be used as action verbs.

EXAMPLE The director **sounded** angry. [linking verb]

EXAMPLE The director **sounded** the alarm. [action verb]

NOTE Two other linking verbs are *remain* and *stay*.

PRACTICE Identifying Verbs, Predicate Nouns, and Predicate Adjectives

For each sentence, write the verb. Label the verb A if it's an action verb or L if it's a linking verb. If it's a linking verb, write the predicate noun or the predicate adjective. Label a predicate noun PN. Label a predicate adjective PA.

1. All insects are invertebrates.
2. Their outer skeletons feel hard and brittle.
3. Their three pairs of legs are jointed.
4. Insects live all over the world.
5. They eat many kinds of food.
6. Young insects often look different from their parents.

7. Some young insects hardly change in looks.
8. Their bodies are smaller versions of adult bodies.
9. A silverfish is an example of one such insect.
10. The goliath beetle may be the heaviest flying insect.

3.5 PRESENT AND PAST TENSES

The verb in a sentence expresses action. It also tells when the action takes place. The form of a verb that shows the time of the action is called the **tense** of the verb.

The **present tense** of a verb expresses action that happens regularly. It can also express a general truth.

EXAMPLE A great actor **wins** awards.

In the present tense, the base form of a verb is used with all plural subjects and the pronouns *I* and *you*. For singular subjects other than *I* and *you*, *-s* or *-es* is usually added to the base form of the verb. Remember that a verb must agree in number with its subject.

PRESENT TENSE FORMS	
SINGULAR	PLURAL
I walk .	We walk .
You walk .	You walk .
He, she, or it walks .	They walk .

The **past tense** of a verb expresses action that already happened.

The past tense of many verbs is formed by adding *-d* or *-ed* to the base form of the verb.

EXAMPLE The actors **rehearsed**. Ms. Ortiz **directed**.

PRACTICE Identifying Present and Past Tenses

For each sentence, write the verb. Then write present or past to identify its tense.

1. Some ideas become fads.
2. Fad items sell during a short period of time.
3. Fads sometimes make their inventors rich.
4. Peter Hodgson invested \$150 in Silly Putty.
5. He produced millions of Silly Putty eggs.
6. In Australia, students exercised with bamboo hoops.
7. The idea of the hoops led to the Hula Hoop craze.
8. In the 1970s, more than a million people bought Pet Rocks.
9. The rocks came with a funny manual about pet care.
10. Americans enjoy fads.

3.6 MAIN VERBS AND HELPING VERBS

Verbs have four principal parts that are used to form all tenses. Notice how the principal parts of a verb are formed.

PRINCIPAL PARTS OF VERBS			
BASE FORM	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
act	acting	acted	acted

You can use the base form and the past alone to form the present and past tenses. The present participle and the past participle can be combined with helping verbs to form other tenses.

A helping verb helps the main verb express action or make a statement.

A verb phrase consists of one or more helping verbs followed by a main verb.

EXAMPLE Telma **is acting** in another play today.

The word *is* is the helping verb, and the present participle *acting* is the main verb. Together they form a verb phrase.

The most common helping verbs are *be*, *have*, and *do*. Forms of the helping verb *be* are *am*, *is*, and *are* in the present and *was* and *were* in the past. These helping verbs often combine with the present participle of the main verb.

BE AND THE PRESENT PARTICIPLE

SINGULAR	PLURAL	SINGULAR	PLURAL
I am learning.	We are learning.	I was learning.	We were learning.
You are learning.	You are learning.	You were learning.	You were learning.
She is learning.	They are learning.	He was learning.	They were learning.

The helping verb *have* combines with the past participle of the main verb. Forms of the helping verb *have* are *have* and *has* in the present and *had* in the past.

HAVE AND THE PAST PARTICIPLE

SINGULAR	PLURAL	SINGULAR	PLURAL
I have learned.	We have learned.	I had learned.	We had learned.
You have learned.	You have learned.	You had learned.	You had learned.
She has learned.	They have learned.	He had learned.	They had learned.

Forms of the helping verb *do* are *do* and *does* in the present and *did* in the past. The helping verb *do* combines with the base form of a verb: *I do believe you. She does believe you. They did believe you.*

NOTE Other helping verbs are *can*, *could*, *may*, *might*, *must*, *should*, and *would*.

PRACTICE Identifying Main Verbs and Helping Verbs

Write each verb phrase. Underline the helping verb. Write base form, present participle, or past participle to identify the main verb.

1. Many children have written books.
2. We are learning about these authors in our reading classes this year.
3. Anne Frank's diary was published in the United States in 1952.
4. She was hiding from the Nazis because she was Jewish.
5. We had read about her life last year in English class.
6. We are looking for a book by Dorothy Straight.
7. She had written her book as a four-year-old.
8. Some books do offer advice or ideas to others.
9. In his book, Jason Gaes has shared his experiences with cancer.
10. Did you read about his life?

3.7 PROGRESSIVE FORMS

You know that the present tense of a verb can express action that occurs repeatedly. To express action that is taking place at the present time, use the present progressive form of the verb.

The **present progressive form** of a verb expresses action or a condition that is continuing in the present.

EXAMPLE Althea **is finishing** her song.

The present progressive form of a verb consists of the helping verb *am*, *are*, or *is* and the present participle of the main verb.

PRESENT PROGRESSIVE FORMS	
SINGULAR	PLURAL
I am watching .	We are watching .
You are watching .	You are watching .
He, she, or it is watching .	They are watching .

The **past progressive form** of a verb expresses action or a condition that was continuing at some time in the past.

EXAMPLE We **were watching** a scary show.

The past progressive form of a verb consists of the helping verb *was* or *were* and the present participle of the main verb.

PAST PROGRESSIVE FORMS	
SINGULAR	PLURAL
I was working .	We were working .
You were working .	You were working .
He, she, or it was working .	They were working .

PRACTICE Using Progressive Forms

Rewrite the sentence using the progressive form of the verb. If the verb is in the present tense, change it to the present progressive form. If the verb is in the past tense, change it to the past progressive form.

1. George reads a book every week.
2. We picked all of the corn.
3. The singers practiced for the concert yesterday.
4. Alicia weeded the garden.
5. Will and Molly mowed the lawn every weekend.
6. The Moores plan a summer family reunion.
7. Aiko and Kasem walk the dogs twice a day.
8. Jill learned Spanish by using tapes.
9. I clean my closet every three months.
10. Bruce copied his files onto a disk.

3.8 PRESENT PERFECT AND PAST PERFECT TENSES

The **present perfect tense** of a verb expresses action that happened at an indefinite time in the past.

EXAMPLE The actor **has rehearsed** for many hours.

EXAMPLE Lori and Pam **have watched** *Grease* five times.

The present perfect tense consists of the helping verb *have* or *has* and the past participle of the main verb.

PRESENT PERFECT TENSE

SINGULAR

I **have watched**.

You **have watched**.

He, she, or it **has watched**.

PLURAL

We **have watched**.

You **have watched**.

They **have watched**.

The **past perfect tense** of a verb expresses action that happened before another action or event in the past.

The past perfect tense is often used in sentences that contain a past-tense verb in another part of the sentence.

EXAMPLE The actors **had rehearsed** for many weeks.

EXAMPLE We **had** just **arrived** when the play **started**.

The past perfect tense of a verb consists of the helping verb *had* and the past participle of the main verb.

PAST PERFECT TENSE	
SINGULAR	PLURAL
I had started .	We had started .
You had started .	You had started .
He, she, or it had started .	They had started .

PRACTICE Identifying Perfect Tenses

Write the verb. Then write present perfect or past perfect to identify the tense.

1. Lynne has prepared pizzas and other snacks for the school party.
2. We had planned the party for months.
3. I have watched educational programs on television for many years.
4. My older sister had sent out over 220 questionnaires.
5. Claude has offered CDs as prizes.
6. I had bought groceries and laundry products on sale at the discount store.
7. Jeanne and Pedro have organized marathons and other events for charity.
8. Dad had set up the sound system earlier in the day.

9. The teachers have prepared their classrooms for the first day of school.
10. My friends had decided on a 1960s theme for the party.

3.9 EXPRESSING FUTURE TIME

The **future tense** of a verb expresses action that will take place in the future.

EXAMPLE We **shall attend** the performance.

EXAMPLE The actors **will show** their talents.

The future tense of a verb is formed by using the helping verb *will* before the base form of a verb. The helping verb *shall* is sometimes used when the subject is *I* or *we*.

There are other ways to show that an action will happen in the future. *Tomorrow*, *next year*, and *later* are all words that indicate a future time. These words are called **time words**, and they may be used with the present tense to express future time.

EXAMPLE Our show **opens next week**.

EXAMPLE **Tomorrow** we **start** rehearsals.

The present progressive form can also be used with time words to express future actions.

EXAMPLE Our show **is opening next week**.

EXAMPLE **Tomorrow** we **are starting** rehearsals.

Another way to talk about the future is with the future perfect tense.

The **future perfect tense** of a verb expresses action that will be completed before another future event begins.

EXAMPLE By Thursday I **shall have performed** six times.

EXAMPLE The production **will have closed** by next week.

The future perfect tense is formed by using *will have* or *shall have* before the past participle of a verb.

PRACTICE Identifying Verb Tenses

Write the verb. Then write present, future, present progressive, or future perfect to identify the verb tense.

1. The candidates for class president will debate at 2:30 P.M. next Friday.
2. That movie is playing throughout the Miami area this week.
3. We shall reach Nashville in three days.
4. I will have finished the quilt by the time of the shower.
5. I am driving to New York.
6. By next week, I shall have trained the dog.
7. I go to soccer practice every afternoon.
8. Jeremiah and Leanne will lead the nature hike through Ryerson Woods this week.
9. Meredith and other members of the team run one mile every afternoon.
10. You will have visited the Washington Monument and other landmarks by the end of the trip.

3.10 ACTIVE AND PASSIVE VOICE CCSS L.8.1b, L.8.3a

A verb is in the **active voice** when the subject performs the action of the verb.

EXAMPLE Thornton Wilder **composed** that play.

A verb is in the **passive voice** when the subject receives the action of the verb.

EXAMPLE That play **was composed** by Thornton Wilder.

In the first example, the author, Thornton Wilder, seems more important because *Thornton Wilder* is the subject of the sentence. In the second example, the play seems more important because *play* is the subject of the sentence.

Notice that verbs in the passive voice consist of a form of *be* and the past participle. Often a phrase beginning with *by* follows the verb in the passive voice.

EXAMPLE I am puzzled **by your question.** [passive voice]

EXAMPLE Your question puzzles me. [active voice]

EXAMPLE The puppy is frightened **by loud noises.** [passive voice]

EXAMPLE Loud noises frighten the puppy. [active voice]

EXAMPLE Plays are performed **by actors.** [passive voice]

EXAMPLE Actors perform plays. [active voice]

EXAMPLE This painting was purchased **by Ms. Jones.** [passive voice]

EXAMPLE Ms. Jones purchased this painting. [active voice]

The active voice is usually a stronger, more direct way to express ideas. Use the passive voice if you want to stress the receiver of the action or if you don't know who performed the action.

EXAMPLE *Our Town* **was performed.** [You may want to stress the play.]

EXAMPLE The actors **were fired.** [You may not know who fired the actors.]

PRACTICE Using Active and Passive Voice

Rewrite each sentence, changing the verb from active to passive or from passive to active.

1. Many people break world records.
2. Contestants must follow the rules.
3. One record was broken by a famous chef.
4. This chef made the largest apple pie.
5. Hundreds of bushels of apples were used by the chef.
6. A huge popcorn ball was made by scouts.
7. One woman collected thousands of refrigerator magnets.
8. Carole read a book about world records.
9. Some of the categories include sports, games, and food.
10. Facts about their culture can be learned by readers.

3.11 IRREGULAR VERBS

The irregular verbs listed here are grouped according to the way their past and past participle are formed.

IRREGULAR VERBS			
PATTERN	BASE FORM	PAST	PAST PARTICIPLE
One vowel changes to form the past and the past participle.	begin	began	begun
	drink	drank	drunk
	ring	rang	rung
	shrink	shrank <i>or</i> shrunk	shrunk
	sing	sang	sung
	sink	sank	sunk
	spring	sprang <i>or</i> sprung	sprung
The past and the past participle are the same.	swim	swam	swum
	bring	brought	brought
	build	built	built
	buy	bought	bought
	catch	caught	caught
	creep	crept	crept
	feel	felt	felt
	fight	fought	fought
	find	found	found
	get	got	got <i>or</i> gotten
	have	had	had
	hold	held	held
	keep	kept	kept
	lay	laid	laid
	lead	led	led
	leave	left	left
	lend	lent	lent
	lose	lost	lost
	make	made	made
	meet	met	met
	pay	paid	paid
	say	said	said

PATTERN	BASE FORM	PAST	PAST PARTICIPLE
The past and the past participle are the same.	seek	sought	sought
	sell	sold	sold
	send	sent	sent
	sit	sat	sat
	sleep	slept	slept
	spend	spent	spent
	spin	spun	spun
	stand	stood	stood
	sting	stung	stung
	swing	swung	swung
	teach	taught	taught
	tell	told	told
	think	thought	thought
	win	won	won

PRACTICE Using Irregular Verbs I

Write the correct verb form from the choices in parentheses.

1. The horse (drank, drunk) a bucket of water.
2. I (send, sent) the package to my brother last week.
3. The shirt will (shrink, shrunk) if it is put in the dryer.
4. He (creep, crept) past the window.
5. My grandfather (teached, taught) American history for over thirty years.
6. Early European settlers (bringed, brought) wheat to the Americas.
7. Kesia (leaved, left) the library at nine o'clock.
8. James Marshall (finded, found) gold at Sutter's Mill in California in 1848.
9. I was (payed, paid) \$6 an hour to wash dishes.
10. According to the story by Washington Irving, Rip Van Winkle (sleeped, slept) for twenty years.

3.12 MORE IRREGULAR VERBS

Here are some more irregular verbs.

IRREGULAR VERBS			
PATTERN	BASE FORM	PAST	PAST PARTICIPLE
The base form and the past participle are the same.	become	became	become
	come	came	come
	run	ran	run
The past ends in <i>ew</i> , and the past participle ends in <i>wn</i> .	blow	blew	blown
	draw	drew	drawn
	fly	flew	flown
	grow	grew	grown
	know	knew	known
The past participle ends in <i>en</i> .	throw	threw	thrown
	bite	bit	bitten <i>or</i> bit
	break	broke	broken
	choose	chose	chosen
	drive	drove	driven
	eat	ate	eaten
	fall	fell	fallen
	freeze	froze	frozen
	give	gave	given
	ride	rode	ridden
	rise	rose	risen
	see	saw	seen
	shake	shook	shaken
	speak	spoke	spoken
	steal	stole	stolen
	take	took	taken
	write	wrote	written

PATTERN	BASE FORM	PAST	PAST PARTICIPLE
The past and the past participle don't follow any pattern.	be	was, were	been
	do	did	done
	go	went	gone
	lie	lay	lain
	tear	tore	torn
	wear	wore	worn
The base form, the past, and the past participle are the same.	burst	burst	burst
	cost	cost	cost
	cut	cut	cut
	hit	hit	hit
	hurt	hurt	hurt
	let	let	let
	put	put	put
	read	read	read
	set	set	set
	spread	spread	spread

PRACTICE Using Irregular Verbs II

Write the correct verb form from the choices in parentheses.

1. The bus (come, came) right on schedule.
2. I have (chose, chosen) three songs to perform.
3. I (did, done) my homework right after school.
4. Both Jack and Jill had (fell, fallen) down the hill.
5. Caterpillars (become, became) butterflies after going through the pupal stage.
6. He (gave, given) me a program for the play.
7. I have (spoke, spoken) to my coach about the game.

8. Shereen (tore, torn) the ad for baby-sitters off the board.
9. Once farmers (spread, spreaded) seeds by hand.
10. Has Caroline (took, taken) her backpack to school?

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Amelia Earhart

¹Amelia Earhart setted speed and distance records as a female airplane pilot. ²Earhart had volunteer as a nurse during World War I and later worked as a social worker. ³However, she was most interested in flying airplains.

⁴in the 1920s, she flew in air shows. ⁵Earhart married in 1931, and her husband become her manager. ⁶In 1932 she was the first woman to fly alone across the Atlantic Ocean ⁷In 1935 she flew alone from Hawaii to California.

⁸In June 1937, Earhart and her copilot had began a trip around the world. ⁹On July 2, their plane disappeared. ¹⁰No one ever seen or heard from them again. ¹¹Earhart left a letter for her husband in case she was in an accident? ¹²In it she had wrote, "Women must try to do things as men have tried."

POSTTEST Action Verbs and Linking Verbs

Write each verb. Label the action verbs A and the linking verbs L.

1. Look at the Moon with binoculars.
2. I have a powerful telescope.
3. Early astronomers gave the dark areas names.
4. These areas were probably water, according to the astronomers.
5. Galileo made drawings of the Moon in 1609.
6. The drawings show the cratered surface of the Moon.
7. Telescopes improved in size and quality.
8. They are useful tools for astronomers.
9. NASA sent space probes to the Moon.
10. Senator John Glenn was an astronaut.

POSTTEST Direct Objects, Indirect Objects, Predicate Nouns, and Predicate Adjectives

Identify the italicized word in each sentence by writing direct object, indirect object, predicate noun, or predicate adjective.

11. The dogs in the yard are *noisy*.
12. The charity fund-raiser reached its *goal*.
13. The roads look *icy*.
14. Mali never feeds her *dog* table scraps.
15. The new exhibit was *interesting*.
16. We built a *birdhouse* from a kit.
17. Use the *diagram* in the instructions.
18. The principal gave the *parents* school brochures.
19. The tree over there is a *maple*.
20. Mario is *editor* of the school newspaper.

POSTTEST Present and Past Tenses and Progressive Forms

Write the verb. Then write present tense, past tense, present progressive, or past progressive to identify it.

- 21.** Some animals in colder climates hibernate during the winter.
- 22.** They look asleep.
- 23.** In the cave, bats were hanging upside down.
- 24.** Dew formed on their bodies.
- 25.** Bears are looking for shelters.
- 26.** Frogs sleep at the bottom of ponds.
- 27.** Dormice were making special winter nests of leaves and bark.
- 28.** Badgers sleep most of the winter.
- 29.** The groundhog remained asleep in its den most of the winter.
- 30.** People are hoping for no groundhog's shadow on Groundhog Day.

POSTTEST Perfect and Future Tenses

Write the verb. Then write present perfect, past perfect, future, or future perfect to identify it.

- 31.** Andrew Jackson had favored state-chartered banks over a federal bank.
- 32.** The subscription will end next month.
- 33.** By the end of February, I will have read the entire series.
- 34.** Erin had located all the resources available from the library on the research topic.
- 35.** The boat has disappeared from view.
- 36.** She will have seen that movie four times.
- 37.** I had copied the files onto the hard drive of my computer.

- 38.** By next week, we will have confirmed your class schedule for this semester.
- 39.** I have studied the history and geography of Africa in my social studies class.
- 40.** My family will visit Sequoia and Yosemite National Parks next summer.

POSTTEST Irregular Verbs

Write the correct verb form from the choices in parentheses.

- 41.** I (bit, bitten) into the apple.
- 42.** As an eight-year-old child, Wolfgang Amadeus Mozart had (wrote, written) a symphony.
- 43.** Lou (left, leaved) a message on the answering machine about when he would be home.
- 44.** The horse (hurt, hurted) its leg.
- 45.** My brother and Luis (did, done) his math assignment during study hall.
- 46.** Have you (saw, seen) the new color for the school crossing signs?
- 47.** The water for the outdoor ice rink had (froze, frozen) during the night.
- 48.** The eagle (flew, flown) to its aerie, or nest, high in a treetop.
- 49.** Sasha has (grew, grown) several inches during this summer.
- 50.** During the ice dance, the skaters (spun, spinned) in circles.

Pronouns

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PRETEST Personal Pronouns

Write each personal pronoun. Then write one of the following phrases to identify the pronoun: subject pronoun as subject, subject pronoun as predicate pronoun, object pronoun as direct object, object pronoun as indirect object.

1. She was teaching the course.
2. We offered him the job.
3. The only boy on the team is I.
4. The teacher gave her the results of the test, and he congratulated her.
5. You gave her the newsmagazine yesterday, but she has not read it yet.

PRETEST Using Pronouns

Write the correct word or phrase from the choices in parentheses.

- 6.** Dad asked Harry and (she, her) about the article in the school newspaper.
- 7.** The announcer for tonight's big basketball game is (he, him).
- 8.** (We, Us) cousins go to the same day camp every summer.
- 9.** Nathan and (he, him) are getting summer jobs with the city's park district.
- 10.** (Kristen and I, I and Kristen, Kristen and me, me and Kristen) are switching lockers.
- 11.** The first presenter in the eighth-grade speech contest was (she, her).
- 12.** The coach gave (they, them) this month's practice schedule.
- 13.** (I and you, You and I, Me and you, You and me) can ride to practice together.
- 14.** The teacher gave (she and I, she and me, her and I, her and me) a copy of the report.
- 15.** Mom and (she, her) are opening a savings account at the new bank in town.

PRETEST Pronouns and Antecedents

Write each personal pronoun and its antecedent. If a pronoun doesn't have a clear antecedent, rewrite the numbered item to make the meaning clear.

- 16.** Europe has been home to many explorers. It has also been home to many scientists.
- 17.** Alexander von Humboldt and Aime Bonpland sailed to South America. They explored the Orinoco River.

- 18.** The explorers crossed dry, dusty plains. They stretched to the south.
- 19.** Later Humboldt studied the cold current off the South American coast. It was later named the Humboldt Current.
- 20.** Humboldt returned to Germany. He then wrote books.

PRETEST Identifying Pronouns

Write each pronoun. Then write possessive, indefinite, reflexive, intensive, interrogative, or demonstrative to identify it.

- 21.** What did the campers bring?
- 22.** The Mekins bought themselves a new tent and camping supplies.
- 23.** The tent had a rip in its window.
- 24.** No one noticed the rip until rain began pouring in through the tear.
- 25.** Aunt Ingrid wrote in her diary about the hike through the national forest.
- 26.** Michael packed the cooler and then loaded the cooler and other gear into the car himself.
- 27.** Few of the campers slept outside.
- 28.** That is the picnic table closest to the hiking trail.
- 29.** These are beautiful rocks.
- 30.** Which is the campsite assigned to the Mekins?

PRETEST Indefinite Pronouns

Write the subjects and the correct words from the choices in parentheses.

- 31.** Many of the students in the junior high school (becomes, become) band members.
- 32.** At first, everyone (experiments, experiment) with various instruments.

- 33.** Then some of the students (chooses, choose) an instrument.
- 34.** Several of the band members (is, are) playing woodwind instruments such as the flute.
- 35.** Both of my brothers (has, have) decided to play the saxophone.
- 36.** Someone (wants, want) to play a percussion instrument such as the bass drum.
- 37.** Everyone (decides, decide) what music will be played.
- 38.** Everybody in the concert band (wears, wear) a blue and white uniform.
- 39.** All of the parents (is, are) coming to the concert.
- 40.** (Does, Do) either of the band directors audition the students?

PRETEST **Personal, Reflexive, Intensive, Interrogative, and Demonstrative Pronouns**

Write the correct word from the choices in parentheses.

- 41.** (Whose, Who's) taking driver's education during the summer school session?
- 42.** Allie and (me, I) have signed up for the course.
- 43.** (This, Those) is the state's rules-of-the-road manual.
- 44.** Do (those, that) cars have new tires?
- 45.** The instructor showed Allie and (me, myself) how to parallel park.
- 46.** The students (themselves, themselves) log their driving hours.
- 47.** (Who, Whom) did the teacher choose for the first behind-the-wheel driving experience?
- 48.** Do (those, that) belong to Janna?
- 49.** Here is a book. (Who's, Whose) is it?
- 50.** Allie and (I, myself) drove on the highway today.

4.1 PERSONAL PRONOUNS

A pronoun is a word that takes the place of one or more nouns.

EXAMPLE Max likes books. **He** particularly enjoys novels.

EXAMPLE Max and Irma like books. **They** particularly enjoy novels.

In the first example, the pronoun *He* replaces the noun *Max* as the subject of the sentence. In the second example, *They* replaces *Max and Irma*.

Pronouns that refer to people or things are called personal pronouns.

Some personal pronouns are used as the subjects of sentences. Others are used as the objects of verbs.

A subject pronoun is used as the subject of a sentence. It may also be used like a predicate noun, in which case it's called a predicate pronoun.

EXAMPLE **I** enjoy a good book in my spare time. [subject]

EXAMPLE **We** belong to a book club. [subject]

EXAMPLE **She** gave a good book report. [subject]

EXAMPLE **It** was about Andrew Jackson. [subject]

EXAMPLE **They** especially like adventure stories. [subject]

EXAMPLE The most popular author was **he**. [predicate pronoun]

An object pronoun may be a direct object or an indirect object.

EXAMPLE The teacher praised **us**. [direct object]

EXAMPLE Tell **me** a story. [indirect object]

EXAMPLE The movie frightened **them**. [direct object]

EXAMPLE The class wrote **her** a letter. [indirect object]

EXAMPLE The story amuses **you**. [direct object]

EXAMPLE The plot gives **him** an idea. [indirect object]

PERSONAL PRONOUNS

	SINGULAR	PLURAL
Subject Pronouns	I	we
	you	you
	he, she, it	they
Object Pronouns	me	us
	you	you
	him, her, it	them

PRACTICE Identifying Personal Pronouns

Write each personal pronoun. Then write one of the following phrases to identify the pronoun: subject pronoun as subject, subject pronoun as predicate pronoun, object pronoun as direct object, object pronoun as indirect object.

1. I asked her the question.
2. Alicia bought me a beautiful gift from Mexico.
3. The player in the uniform was you!
4. I saw you and her in the parade.
5. Max saw you at the museum.
6. Jude asked me the question.
7. The best athlete on the team was she.
8. He gave me the discount coupon.
9. You are coming to usher at 7:00 P.M.
10. She and he put it into the suitcase.

4.2 USING PRONOUNS

Use subject pronouns in compound subjects. Use object pronouns in compound objects.

EXAMPLE **He** and Carmen wrote the report. [not *Him and Carmen*]

EXAMPLE Tell John and **me** about the report. [not *John and I*]

If you're not sure which form of the pronoun to use, read the sentence with only the pronoun as the subject or the object. Your ear will tell you which form is correct.

When the pronoun *I*, *we*, *me*, or *us* is part of a compound subject or object, *I*, *we*, *me*, or *us* should come last. (It's simply courteous to name yourself or the group of which you are a part last.)

EXAMPLE Lee and **I** played some new tunes. [**not I and Lee**]

EXAMPLE Country music interests Lee and **me**. [**not me and Lee**]

In formal writing and speech, use a subject pronoun after a linking verb.

EXAMPLE The writer of this report was **she**.

EXAMPLE It is **I**.

A pronoun and a noun may be used together. The form of the pronoun depends on its use in the sentence.

EXAMPLE **We** students read the book. [**We is the subject.**]

EXAMPLE The book delighted **us** readers. [**Us is a direct object.**]

Some sentences make incomplete comparisons. The form of the pronoun can affect the meaning of such sentences. In any incomplete comparison, use the form of the pronoun that would be correct if the comparison were complete.

EXAMPLE You like pizza better than **I** [like pizza].

EXAMPLE You like pizza better than [you like] **me**.

PRACTICE Using Subject and Object Pronouns

Write the correct word or phrase from the choices in parentheses.

1. The teacher assigned Janine and (we, us) a cooperative research project.
2. (Sam and I, I and Sam, Me and Sam, Sam and me) decided where to pitch the tent.
3. Ask Mom and (I, me) about the movie's plot and surprise ending.

4. The organizers of the race gave (we, us) participants t-shirts.
5. The camp director told (I and Monica, Monica and I, me and Monica, Monica and me) which cabin to take.
6. The librarian read Mary and (they, them) a story.
7. (We, Us) baby-sitters know how to play many games to entertain children.
8. (Them and us, They and us, Them and we, They and we) can help each other with the job.
9. The job is challenging for (her and me, me and her, her and I, I and her).
10. The first students to complete the project were (them and us, they and us, them and we, they and we).

4.3 PRONOUNS AND ANTECEDENTS

Read the following sentences. Can you tell to whom the pronoun *She* refers?

EXAMPLE Louisa May Alcott wrote a novel about a young woman.

She had three sisters.

The sentence is not clear because the word *She* could refer to either *Louisa May Alcott* or *a young woman*. Sometimes you must repeat a noun or rewrite a sentence to avoid confusion.

EXAMPLE Louisa May Alcott wrote a novel about a young woman.

The young woman had three sisters.

The word a pronoun refers to is called its **antecedent**. The word *antecedent* means “going before.”

EXAMPLE **Jo March** is the main character in *Little Women*. **She** writes stories. [*Jo March is the antecedent of the pronoun She.*]

EXAMPLE **Meg, Beth, and Amy** are Jo’s sisters. Jo writes **them** stories. [*Meg, Beth, and Amy are the antecedents of them.*]

When you use a pronoun, be sure it refers to its antecedent clearly. Be especially careful when you use the pronoun *they*. Read the following sentence.

EXAMPLE **They** have five books by Alcott at the school library.

The meaning of *They* is unclear. The sentence can be improved by rewriting it in the following way.

EXAMPLE The school library has five books by Alcott.

When you use pronouns, be sure they agree with their antecedents in **number** (singular or plural) and **gender**. The gender of a noun may be masculine (male), feminine (female), or neuter (referring to things).

EXAMPLE The Marches must face a death in the family. **They** face **it** with courage.

They is plural; it agrees with the plural antecedent *Marches*. *It* is singular and agrees with the singular antecedent *death*.

PRACTICE Identifying Pronouns and Antecedents

Write each personal pronoun and its antecedent. If a pronoun doesn't have a clear antecedent, rewrite the numbered item to make the meaning clear.

1. Mr. Cannon talked to Marc about journalism. He likes to write human-interest stories.
2. Marc did a report about Katherine Graham. For many years, she headed the Washington Post Company.
3. In 1939, Katherine joined the staff of the *Washington Post*. It was a well-known newspaper owned by Katherine's father.
4. In 1940, Katherine married Philip Graham. He became publisher of the *Post* in 1948; he died in 1963.
5. Then Katherine became publisher. She wanted to make the *Post* an important newspaper.
6. Katherine worked hard. She increased the paper's budget.
7. In the 1970s, the *Post* published a series of stories about Watergate. It won the Pulitzer Prize in journalism.
8. The *Post* got information about the Watergate scandal from an anonymous source. They wrote about it without identifying the source.
9. The report said the president and his aides were involved in the scandal. They denied being involved.
10. Katherine's son replaced her as publisher in 1978.

4.4 POSSESSIVE PRONOUNS

You often use personal pronouns to replace nouns that are subjects or objects in sentences. You can use pronouns in place of possessive nouns, too.

A **possessive pronoun** is a pronoun that shows who or what has something. A possessive pronoun may take the place of a possessive noun.

Read the following sentences. Notice the possessive nouns and the possessive pronouns that replace them.

EXAMPLE Lisa’s class put on a play. **Her** class put on a play.

EXAMPLE The idea was Lisa’s. The idea was **hers**.

Possessive pronouns have two forms. One form is used before a noun. The other form is used alone.

POSSESSIVE PRONOUNS		
	SINGULAR	PLURAL
Used Before Nouns	my	our
	your	your
	her, his, its	their
Used Alone	mine	ours
	yours	yours
	hers, his, its	theirs

Possessive pronouns are not written with apostrophes. Don’t confuse the possessive pronoun *its* with the word *it’s*. *It’s* is a contraction, or shortened form, of *it is* or *it has*.

EXAMPLE **Its** popularity is growing. [possessive pronoun]

EXAMPLE **It’s** popular with many students. [contraction of *It is*]

EXAMPLE **It’s** succeeded on the stage. [contraction of *It has*]

PRACTICE **Identifying Possessive Pronouns**

Write the possessive pronouns.

- 1. Which equipment is yours, and which equipment is hers?
- 2. These are our costumes for the class play.
- 3. Jackson asked for her e-mail address.
- 4. Their ficus tree has lost its leaves.
- 5. Some of the school supplies are ours.
- 6. His backpack is lighter than yours.
- 7. My sister is staying overnight at their house.
- 8. Is the camera hers or mine?
- 9. Is your brother coming to our concert?
- 10. It's easy to follow their directions.

4.5 INDEFINITE PRONOUNS

An **indefinite pronoun** is a pronoun that does not refer to a particular person, place, or thing.

EXAMPLE **Everybody** thinks about the plot.

Some indefinite pronouns are always singular. Others are always plural. A few may be either singular or plural.

SOME INDEFINITE PRONOUNS			
ALWAYS SINGULAR		ALWAYS PLURAL	
another	everybody	no one	both
anybody	everyone	nothing	few
anyone	everything	one	many
anything	much	somebody	others
each	neither	someone	several
either	nobody	something	

The indefinite pronouns *all*, *any*, *most*, *none*, and *some* may be singular or plural, depending on the phrase that follows them.

When an indefinite pronoun is used as the subject of a sentence, the verb must agree with it in number.

EXAMPLE **Everyone** **reads** part of the novel. [singular]

EXAMPLE **Several** **enjoy** it very much. [plural]

EXAMPLE **Most** of the story **happens** in England. [singular]

EXAMPLE **Most** of the characters **seem** real. [plural]

Possessive pronouns often have indefinite pronouns as their antecedents. In such cases, the pronouns must agree in number. Note that in the first example below the words that come between the subject and the verb don't affect the agreement.

EXAMPLE **Each** of the actors memorizes **his** or **her** lines.

EXAMPLE **Many** are enjoying **their** roles in the play.

PRACTICE Using Indefinite Pronouns

Write the indefinite pronouns and the correct words from the choices in parentheses.

1. Some of my friends (has, have) scooters.
2. Each (is, are) lightweight.
3. Most (has, have) an aluminum finish.
4. Everything about a scooter (is, are) compact.
5. Everybody (wants, want) to try riding a scooter.
6. Many ride (his or her, their) scooters to school.
7. One of my friends (ride, rides) a scooter to school in three minutes.
8. Many of the riders (wears, wear) helmets and knee and elbow pads.
9. No one (has, have) fallen.
10. Someone left (her or his, their) scooter in the hallway.

4.6 REFLEXIVE AND INTENSIVE PRONOUNS

A **reflexive pronoun** ends with *-self* or *-selves* and refers to the subject of a sentence. In a sentence with a reflexive pronoun, the action of the verb returns to the subject.

EXAMPLE Yolanda bought **herself** a book on engine repair.
Reflexive Pronoun

Don't use a reflexive pronoun in place of a personal pronoun.

EXAMPLE Yolanda asked Pat and **me** for help. [not *Pat and myself*]

EXAMPLE Yolanda and **I** read the book. [not *Yolanda and myself*]

An **intensive pronoun** ends with *-self* or *-selves* and is used to draw special attention to a noun or a pronoun already named.

EXAMPLE Yolanda **herself** repaired the engine.
Intensive Pronoun

EXAMPLE Yolanda repaired the engine **herself**.
Intensive Pronoun

Reflexive and intensive pronouns are formed by adding *-self* or *-selves* to certain personal and possessive pronouns.

REFLEXIVE AND INTENSIVE PRONOUNS	
SINGULAR	PLURAL
myself	ourselves
yourself	yourselves
himself, herself, itself	themselves

Don't use *hisself* or *theirselves* in place of *himself* and *themselves*.

PRACTICE Using Reflexive and Intensive Pronouns

Write the correct word from the choices in parentheses. Then write personal, reflexive, or intensive to identify the word you chose.

1. The students in the school play taped (themselves, themselves) during the performance.
2. The camera (it, itself) was new.
3. Our teacher, Ms. Hanson, taught (herself, himself) and us how to use it.
4. Ms. Hanson gave Ira and (me, myself) instructions.
5. We found (us, ourselves) teaching the others.
6. Ms. Hanson asked Ira and (me, myself) to make the tape.
7. I taped the show (me, myself).
8. Ira made (himself, himself) an extra tape.
9. The actors wanted to see the tape (themselves, themselves).
10. I prepared (me, myself) for their review of the taped results.

4.7 INTERROGATIVE AND DEMONSTRATIVE PRONOUNS

An **interrogative pronoun** is a pronoun used to introduce an interrogative sentence.

The interrogative pronouns *who* and *whom* refer to people. *Who* is used when the interrogative pronoun is the subject of the sentence. *Whom* is used when the interrogative pronoun is an object.

EXAMPLE **Who** borrowed the book? [subject]

EXAMPLE **Whom** did the librarian call? [direct object]

Which and *what* refer to things and ideas.

EXAMPLES **Which** is it? **What** interests you?

Whose shows possession.

EXAMPLE I found a copy of the play. **Whose** is it?

Don't confuse *whose* with *who's*. *Who's* is a contraction of *who is* or *who has*.

A demonstrative pronoun is a pronoun that points out something.

The demonstrative pronouns are *this*, *that*, *these*, and *those*. *This* (singular) and *these* (plural) refer to things nearby. *That* (singular) and *those* (plural) refer to things at a distance.

EXAMPLE **This** is an interesting book. [singular, nearby]

EXAMPLE **These** are interesting books. [plural, nearby]

EXAMPLE **That** was a good movie. [singular, at a distance]

EXAMPLE **Those** were good movies. [plural, at a distance]

PRACTICE Using Interrogative and Demonstrative Pronouns

Write the correct word from the choices in parentheses.

1. (Whom, Who) will volunteer for the after-school tutoring program?
2. (Who's, Whose) going on the first bus?
3. (This, These) are the museum's floor plans.
4. (Who's, Whose) arranging the trip?
5. (Those, That) is not the picture I took.

6. (Who, Whom) is going to work at the school fair?
7. (What, Which) of the two science fiction movies did you like best?
8. (These, Those) over there are for the students.
9. Several backpacks were left in the bus. (Who's, Whose) are they?
10. She is not the woman (who, whom) we saw leaving the theater.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Maria Montessori

¹Some of us was students at a Montessori school. ²The school used teaching methods developed by Maria Montessori. ³Whom was Montessori. ⁴Whom was this woman changing education?

⁵In 1894 Montessori became the first Italian woman medical docter. ⁶She also was a teacher. ⁷Her developed new methods and styles for teaching the children. ⁸They focused on using the senses as a means of learning. ⁹With help, students themselves learned by exploring their surroundings.

¹⁰The Italian government asked she to run a school for poor children. ¹¹The children progressed quickly. ¹²Today Montessori schools still use methods developed by herself.

POSTTEST **Personal Pronouns**

Write each personal pronoun. Then write one of the following phrases to identify the pronoun: subject pronoun as subject, subject pronoun as predicate pronoun, object pronoun as direct object, object pronoun as indirect object.

- 1.** We read a story by Virginia Hamilton.
- 2.** We saw you at the zoo Saturday afternoon.
- 3.** The subjects of the article were we.
- 4.** He and she brought us the latest news from town.
- 5.** She asked him a question about the report.

POSTTEST **Using Pronouns**

Write the correct word or phrase from the choices in parentheses.

- 6.** (We, Us) runners meet at 6:00 A.M. every morning except on Sundays.
- 7.** The oldest members of the club are (she and I, I and she, her and me, me and her).
- 8.** The news of the accident saddened (we, us) as well as other members.
- 9.** The hiker told (she and he, she and him, her and him, her and he) about an alternative route.
- 10.** (You and me, You and I, Me and you, You and me) could study together for the quiz.
- 11.** Robin and (him, he) are washing cars as part of a class fund-raising project.
- 12.** The people in the photograph were (they, them).
- 13.** Adam gave Lisa and (she, her) the extra set of keys for the cabin.
- 14.** (She and I, She and me) are auditioning for the same role in the play *Our Town*.
- 15.** The director called (Sandra and we, we and Sandra, Sandra and us, us and Sandra) into her office.

POSTTEST Pronouns and Antecedents

Write each personal pronoun and its antecedent. If a pronoun doesn't have a clear antecedent, rewrite the numbered item to make the meaning clear.

- 16.** Cattails grow in wetlands and near the edges of streams and ponds. They have narrow leaves and a tall stem.
- 17.** They have various kinds of birds in the sanctuary.
- 18.** Muskrats eat cattails and also use them to build homes.
- 19.** Some types of seaweed live in shallow water, where they can get sunlight.
- 20.** Sheila is reading about underwater plants. She wants to become a marine biologist.

POSTTEST Identifying Pronouns

Write each pronoun. Then write possessive, indefinite, reflexive, intensive, interrogative, or demonstrative to identify it.

- 21.** Which of the toys are on sale?
- 22.** Adam introduced himself to the new members in the science club.
- 23.** Ms. Spencer conducted the experiment three times herself.
- 24.** These are my gloves and those are yours.
- 25.** "Whose are these?" Alejandro asked his classmates in the hallway.
- 26.** My report is about monarch butterflies, and hers is about yucca moths.
- 27.** Whom did Robert want to see?
- 28.** Everyone wants front-row seats, but none are available at this time.
- 29.** Both wanted to go skating, but neither had a ride to the rink.
- 30.** Emily saw that and changed her mind.

POSTTEST Indefinite Pronouns

Write the subjects and the correct words from the choices in parentheses.

- 31.** Many of us (believes, believe) urban legends.
- 32.** (Is, Are) either of you giving your report today?
- 33.** All of the thirteen original colonies except Georgia (was, were) represented at the First Continental Congress.
- 34.** Everyone (has, have) an opportunity to be in the yearbook.
- 35.** Some of the space shuttle's missions (involves, involve) the new space station.
- 36.** Much of that story (seems, seem) unbelievable.
- 37.** Each of the friends (buys, buy) his or her own movie ticket.
- 38.** Many of my friends ride their bikes to school, but others (takes, take) the bus.
- 39.** (Are, Is) any of the library's new books available for checkout today?
- 40.** Everybody (participate, participates) in Field Day activities at school.

POSTTEST Personal, Reflexive, Intensive, Interrogative, and Demonstrative Pronouns

Write the correct word from the choices in parentheses.

- 41.** (Whose, Who's) signing up for the bus trip to Washington, D.C.?
- 42.** Suzanne and (myself, I) joined the library's summer reading club.
- 43.** (Who, Whom) did you ask for directions to the restaurant?
- 44.** Is (these, that) the only writing assignment due next week?

- 45.** (Whose, Who's) dog is in the yard?
- 46.** (That, Those) is the last muffin.
- 47.** I had given (me, myself) an hour for travel time to the concert.
- 48.** The staff made (themselves, themselves) lunch.
- 49.** (Which, What) is taller, Ribbon Falls in California or Sutherland Falls in New Zealand?
- 50.** (Who, Whom) reported the accident to the police?

Chapter 5

Adjectives

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PRETEST Identifying Adjectives

Write each adjective. Beside the adjective, write the noun it modifies.

1. I remembered that the barn had always smelled of motor oil, wood chips, and cut grass.
2. The American team took the field wearing new blue and white uniforms.
3. Posters would look colorful on the walls of the college dorm.
4. Some people feel sad when the skies are gray.
5. Nomar Garciaparra, a great ball player, kept pennant hopes alive with outstanding offensive and defensive play.
6. Life in the tiny village came to a complete halt during the unexpected April storm.
7. A lingering odor of make-up remained in the reception room after the cast party.
8. Tereese wrote the entertaining eyewitness articles for the neighborhood newspaper.

9. One thousand years is a long time in human history, but in the vast sweep of geologic time it is a mere instant.
10. The astonished expression on his face convinced us that Jefferson had not known about the surprise party.

PRETEST Articles and Demonstratives

Write the correct word or phrase from the choices in parentheses.

11. Is (this, this here) the only universe, or is there (a, an) universe other than ours?
12. Pass (those, them) sandwiches around the circle.
13. I really like that work by (a, the) painter Peter Paul Rubens hanging to the right of (a, the) entrance.
14. (A, The) little paint will finish (a, the) job.
15. Hand me (this, that) pencil over there.
16. (This, These) ships do not look very seaworthy.
17. (A, The) only working wood-burning stove heated the entire room.
18. We typed our papers on (a, an) word processor.
19. Karim enjoyed (them, those) peaches.
20. (This, That) building down the street was once a church.

PRETEST Comparative and Superlative Adjectives

Write the correct comparative or superlative form of the adjective in parentheses.

21. This will be the (important) game of the season.
22. I would like a (small) serving than that.
23. Out of the ten problems, number four was (easy).
24. Which would be (quick), the coastal route or the interstate highway?
25. The (ugly) insect Tanya had ever seen was on the screen door.
26. You can't grow pumpkins (big) than that.

27. Although the tortoise was (slow) than the hare, the tortoise won the race.
28. She has the (high) grade-point average in the class.
29. It is (sensible) to talk than to fight.
30. The decathlon may be the (demanding) of all Olympic events.

PRETEST Irregular Comparative and Superlative Adjectives

Write the correct word or phrase from the choices in parentheses.

31. Sam completed the laps around the track in the (less, least) amount of time.
32. There won't be a (worse, worst) blizzard than this all winter.
33. Couldn't you think of a (more good, better) solution than this?
34. (Little, Less) effort has been made to repair the damage.
35. I have the (better, best) solution of all.
36. (More, Most) people in the United States speak English.
37. The (less, least) talk I hear about it, the happier I will be.
38. Fergus did not think he had ever seen a (worse, worser) movie than *Lizards from Outer Space II*.
39. Can you come up with a (better, best) idea than mine for raising funds?
40. We learned (much, more) facts from reading the book than we did from watching the television series.

5.1 ADJECTIVES

The words we use to describe people, places, and things are called adjectives.

An adjective is a word that describes, or modifies, a noun or a pronoun.

Adjectives modify nouns in three ways.

HOW ADJECTIVES MODIFY NOUNS	
WHAT KIND?	We studied ancient history.
HOW MANY?	I read four chapters.
WHICH ONE?	That invention changed history.

Most adjectives come before the nouns they modify. Some adjectives follow linking verbs and modify the noun or pronoun that is the subject of the sentence.

EXAMPLE **Some** architects are **skillful** and **imaginative**.

The adjective *some* precedes and modifies the subject *architects*. The adjectives *skillful* and *imaginative* follow the linking verb, *are*, and modify the subject, *architects*. They are called predicate adjectives.

A predicate adjective follows a linking verb and modifies the subject of a sentence.

Two verb forms are often used as adjectives and predicate adjectives. They are the present participle and the past participle.

EXAMPLE The architect drew a **surprising** design. [present participle]

EXAMPLE Visitors seem **impressed**. [past participle]

Some adjectives are formed from proper nouns and begin with a capital letter. They are called proper adjectives.

Proper adjectives are adjectives formed from proper nouns.

Some proper adjectives have the same form as the noun. Others are formed by adding an ending to the noun form.

FORMING PROPER ADJECTIVES

PROPER NOUN

oranges from **Florida**the history of **America**

PROPER ADJECTIVE

Florida oranges**American** history

More than one adjective may modify the same noun.

EXAMPLE **These new frozen** dinners are **tasty** and **nutritious**.

These, new, frozen, tasty, and nutritious all modify *dinners*.

NOTE Many words that are usually nouns can also be used as adjectives: *stone wall*, *band uniform*, *baseball game*.

PRACTICE Identifying Adjectives

Write each adjective. Beside the adjective, write the noun it modifies.

1. Chinese foods are popular in many countries.
2. Snowy crystals fell softly on the dead leaves.
3. What amazing luck it was to win the grand prize.
4. The old stone cottage is now a pizza shop.
5. After the terrible four-alarm fire, people looked stunned and helpless.
6. The Siamese cat tore up the Persian carpet.
7. Our motel room had twin beds.
8. Every year I visit the family farm.
9. The frightened bear retreated with surprising speed.
10. Jaelyn knew that summer camp would be fun.

5.2 ARTICLES AND DEMONSTRATIVES

The words *a*, *an*, and *the* make up a special group of adjectives called **articles**.

A and *an* are called **indefinite articles** because they refer to one of a general group of people, places, things, or ideas. *A* is used before words beginning with a consonant sound. *An* is used before words beginning with a vowel sound. Don't confuse sounds with spellings. In speaking, you would say *a university* but *an uncle*, *a hospital* but *an honor*.

EXAMPLES **a** union **a** picture **an** hour **an** easel

The is called the **definite article** because it identifies specific people, places, things, or ideas.

EXAMPLE **The** picture beside **the** fireplace is **the** best one.

The words *this*, *that*, *these*, and *those* are called **demonstrative adjectives**. They are used to point out something.

DEMONSTRATIVE ADJECTIVES

Take **this** umbrella with you.

That store is closed.

Take **these** boots too.

Those clouds are lovely.

Demonstrative adjectives point out something and modify nouns by answering the question *which one?* or *which ones?*

Use *this* and *that* with singular nouns. Use *these* and *those* with plural nouns. Use *this* and *these* to point out something close to you. Use *that* and *those* to point out something at a distance.

DEMONSTRATIVES



SINGULAR

PLURAL

NEAR

this

these

FAR

that

those

Demonstratives can be used with nouns or without them. When they're used without nouns, they're called **demonstrative pronouns**.

DEMONSTRATIVE PRONOUNS	
This is mine.	These are his.
That is hers.	Those are yours.

The words *here* and *there* should not be used with demonstrative adjectives or demonstrative pronouns. The words *this*, *these*, *that*, and *those* already point out the locations *here* and *there*.

EXAMPLE Look at **this** photograph. **[not this here photograph]**

Don't use the object pronoun *them* in place of the demonstrative adjective *those*.

EXAMPLE I took a photo of **those** buildings. **[not them buildings]**

PRACTICE Using Articles and Demonstratives

Write the correct word from the choices in parentheses.

1. I prefer (this, that) ring on my finger to (this, that) one in the store.
2. (That, That there) is (a, an) unkind remark.
3. Evening was (a, the) time of day Myles liked best.
4. I have never seen (a, the) thousand dollar bill.
5. Hers is (a, an) unique talent on (a, the) guitar.
6. Give (those, them) lollipops to (that, that there) girl.
7. (This, That) team of ours is just as good as (this, that) one from the city.
8. (This, These) children should have (a, an) equal opportunity to get a good education.
9. Please give him (a, the) break.
10. (That, That there) was certainly one long movie!

5.3 COMPARATIVE AND SUPERLATIVE ADJECTIVES

The **comparative form** of an adjective compares one person or thing with another.

The **superlative form** of an adjective compares one person or thing with several others.

For most adjectives with one syllable and for some with two syllables, add *-er* to form the comparative and *-est* to form the superlative.

EXAMPLE Is Venezuela **larger** than Peru?

EXAMPLE Is Brazil the **richest** country in South America?

For most adjectives with two or more syllables, form the comparative by using *more* before the adjective. Form the superlative by using *most* before the adjective.

EXAMPLE Is Chile **more mountainous** than Bolivia?

EXAMPLE Was Simón Bolívar South America's **most successful** general?

COMPARATIVE AND SUPERLATIVE FORMS

BASE FORM	COMPARATIVE	SUPERLATIVE
small	smaller	smallest
big	bigger	biggest
pretty	prettier	prettiest
fabulous	more fabulous	most fabulous

The words *less* and *least* are used before both short and long adjectives to form the negative comparative and superlative.

NEGATIVE COMPARATIVE AND SUPERLATIVE FORMS

BASE FORM	The first dancer was graceful .
COMPARATIVE	The second dancer was less graceful than the first.
SUPERLATIVE	The third dancer was the least graceful one.

Don't use *more*, *most*, *less*, or *least* before adjectives that already end with *-er* or *-est*. This is called a double comparison.

PRACTICE Using Comparative and Superlative Adjectives I

Write the correct comparative or superlative form of the adjective in parentheses.

1. No one makes (tasty) stew than my mom.
2. The twin with the (long) hair is Seth.
3. Mr. Harris is the (talkative) of my five teachers.
4. She told me the (funny) story yesterday.
5. Could you make the brownies (sweet) than that?
6. I've never heard (complicated) directions.
7. Which do you find (interesting), math or science?
8. Mornings are (busy) than afternoons in the office.
9. That is the (majestic) tree in the forest.
10. I think Dopey was the (amusing) of the seven dwarfs.

PRACTICE Using Comparative and Superlative Adjectives II

Write the correct word or phrase from the choices in parentheses.

1. That story sounds (stranger, more strange) each time I hear it.
2. The *Russ T. Bottom* was the (rustier, rustiest) boat in the harbor.

3. Is tennis (less popular, least popular) than golf?
4. Raji's last serve was by far the (weaker, weakest) of his five attempts.
5. Putting a person on the Moon might be the (more ambitious, most ambitious) of human accomplishments.
6. Would you like a (smaller, more small) serving?
7. A baby human being is (helplesser, more helpless) than a newborn calf.
8. You seem (less committed, least committed) than before.
9. Bella was the (less excitable, least excitable) dog in her puppy training class.
10. It's (faster, more fast) to walk than to drive to the park.

5.4 IRREGULAR COMPARATIVE AND SUPERLATIVE ADJECTIVES

The comparative and superlative forms of some adjectives are not formed in the regular way.

EXAMPLE Harriet Tubman believed in a **good** cause.

EXAMPLE She knew that freedom was **better** than slavery.

EXAMPLE The Underground Railroad was the **best** route to freedom.

Better is the comparative form of the adjective *good*.
Best is the superlative form of *good*.

IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS

BASE FORM	COMPARATIVE	SUPERLATIVE
good, well	better	best
bad	worse	worst
many, much	more	most
little	less	least

Don't use *more* or *most* before irregular adjectives that are already in the comparative or superlative form.

EXAMPLE Tubman felt **better** at the end of the day. **[not more better]**

PRACTICE Using Irregular Adjectives

Write the correct word or phrase from the choices in parentheses.

1. I had the (worse, worst) dream last night.
2. Sylvia had by far the (best, most best) costume of anyone on stage.
3. We had (littler, less) snow this year than last.
4. Can't you find a (gooder, better) place to eat?
5. Hank Aaron hit the (most, mostest) home runs of anyone in professional baseball.
6. Is it true that (more, most) children than adults access the Internet today?
7. Nan's fever is (worse, worser) than it was yesterday.
8. That triple was Bill's (best, bestest) hit of the season.
9. There is (less, least) light in January than in June.
10. The (best, bestest) mousetrap will catch the (much, most) mice.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

P. T. Barnum

¹P. T. Barnum believed that people loved to be entertained. ²He spent his life proving this here point.

³Barnum was one of the most famous promoters in these country.

⁴In 1841 he founded the american Museum. ⁵One of his most popular

museum displays was an hoax called the Feejee Mermaid. ⁶This consisted of the body of a monkey sewed to the tail of a fish. ⁷Of course, Barnum's bearded lady turned out to be a man!

⁸General Tom Thumb was one of Barnum's bestest discoveries. ⁹He was a tiny individual, who was also a talented singer and comedian.

¹⁰Tom Thumb and Barnum went to England together. ¹¹They entertained the queen and her family.

¹²In 1871 Barnum opened a three-ring circus. ¹³Later this became known as "the Greater Show on Earth." ¹⁴One of the star circus attractions was a elephant named Jumbo. ¹⁵Barnum bought Jumbo from the London Zoo. ¹⁶Many English people, including a queen, were very unhappy about this. ¹⁷Barnum wasn't the most least bit sorry. ¹⁸Jumbo helped make him a lot of money!

POSTTEST Identifying Adjectives

Write each adjective. Beside the adjective, write the noun it modifies.

1. In a final effort to save the damaged airplane, the desperate pilot attempted a water landing.
2. Shirlee has a cheerful personality.
3. At the bottom of the shallow hole lay a bulky chest containing the treasure.
4. The friendly puppy had been brought to the animal shelter as an unwanted pet.
5. Do you want the large room painted with bold or pastel colors?
6. According to the video guide, *The China Syndrome* is an exciting movie.
7. Acid rain can result in dismal forests of dead trees and quiet brooks without fish.
8. We waited in line for two hours to get concert tickets.

9. Uncle Harry loved to tell endless stories about his long-ago high school days.
10. During the 1940s, the first nylon stockings were introduced.

POSTTEST Articles and Demonstratives

Write the correct word or phrase from the choices in parentheses.

11. (These, That) is (a, an) interesting idea for a research paper.
12. (These, These here) crackers are the ones I like best.
13. Will (a, an) universal remote work with this TV?
14. He wants to assemble (a, the) first-rate team before climbing (those, them) mountains.
15. (These, That) are the ruby slippers from (the, a) movie *The Wizard of Oz*.
16. Jesse Owens, (a, an) African American athlete, won four gold medals at (an, the) Olympics in 1936.
17. (That, That there) geranium needs repotting.
18. Shahid had (a, an) good time while on (a, an) apple-picking trip with his youth group.
19. Give the coach (a, an) hour with (that, those) kids, and he'll know who can play (a, the) game.
20. In (that, that there) movie, (a, the) U.S. Army defeats (the, them) Martians.

POSTTEST Comparative and Superlative Adjectives

Write the correct comparative or superlative form of the adjective in parentheses.

21. A deer's hearing is (sensitive) than ours.
22. She always selects the (juicy) oranges she can find.
23. A (wide) vehicle than this couldn't fit through the gate.

- 24.** Cats and dogs are two of the (common) pets people own.
- 25.** (Experienced) guides than he had failed to reach the summit.
- 26.** Visiting India was the (memorable) trip of his life.
- 27.** The cabin is (run-down) than I expected it to be.
- 28.** The *Cullinan* was the (large) diamond ever found.
- 29.** Dolphins are considered one of the (intelligent) animals.
- 30.** Erin is (young) than her brothers.

POSTTEST **Irregular Comparative and Superlative Adjectives**

Write the correct word or phrase from the choices in parentheses.

- 31.** The (best, bestest) rivers for trout fishing are cool and clear.
- 32.** My car has (much, more) legroom than yours.
- 33.** Which of that pair has sustained (more, most) damage?
- 34.** That's the (least, most least) of my worries.
- 35.** I trust that we will have a (better, more better) experience traveling by train than we had traveling by car.
- 36.** The traffic on that road is (worse, worst) than that on any other road in town.
- 37.** That's a (good, gooder) route to take home.
- 38.** This year's weather is (worse, worst) than last year's.
- 39.** Describe the (most, mostest) fun you've ever had.
- 40.** I've never known anyone with (less, least) patience than Isabelle has.

Chapter 6

Adverbs

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PRETEST Identifying Adverbs

Write each adverb and the word it modifies. Then write whether the modified word is a verb, an adjective, or an adverb.

1. The sun disappeared gradually behind the forest of oaks.
2. They often camp for weeks in the mountains of New Hampshire.
3. Peter quickly snatched his lunch bag from the kitchen counter.
4. Most people speak fondly of him.
5. He was sleeping peacefully when I saw him last.
6. Elinor played the cello so beautifully that the audience gave her a standing ovation.
7. I will have a second helping now.
8. When I play Monopoly, I'm always going directly to jail and never collecting \$200.
9. First go straight for one hundred yards; then turn right and continue for another mile.
10. Just yesterday she was looking so well.

PRETEST Comparative and Superlative Adverbs

Write the correct word or phrase from the choices in parentheses.

11. Maura got to the ball (sooner, more sooner) than I did.
12. Which of those three infielders hits (more, most) consistently?
13. Pursued by the yellow jackets, Sarah ran (faster, more faster, fastest) than an Olympic sprinter.
14. On his third attempt, Rafael jumped (more far, farther, further) than on the first two.
15. I feel as if I am the (less, least) productive person in this group.
16. Clearly, Charlyn danced (better, best) of all.
17. Ivan is here (oftener, more often) than he would like.
18. You have worked (littler, less) than I have today.
19. He performed (more well, better, more better) than anyone else in the competition.
20. No one could have felt (worse, worser, more worse, worst) than Juanita when the letter carrier tripped over her skateboard.

PRETEST Using Adjectives and Adverbs

Write the correct word from the choices in parentheses.

21. How (good, well) you perform depends upon how much you practiced.
22. Red Riding Hood noticed that her grandmother's teeth seemed (real, really) sharp.
23. I woke up with a (sure, surely) sense that something was wrong.
24. He (sure, surely) looked funny in that green wig.
25. (Real, Really) friends don't spread rumors.
26. Why are you driving so (slow, slowly)?

- 27. He (most, almost) always arrives late.
- 28. Those answers look (good, well) to me.
- 29. They seemed (happy, happily) as they played in the back yard.
- 30. I'm afraid I did (bad, badly) on the quiz.

PRETEST Correcting Double Negatives

Rewrite each sentence so it correctly expresses a negative idea.

- 31. I couldn't see nothing in the dark.
- 32. Won't nobody come to say good night?
- 33. According to legend, there wasn't no American president more honest than Abe Lincoln.
- 34. Don't never cross the street when the Don't Walk sign is lit.
- 35. The frightened rabbit couldn't find nowhere to hide from the fox.
- 36. Hardly none of those birds fly south in the winter.
- 37. "No one never leaves my castle alive!" bellowed the giant.
- 38. One of the survivors wasn't barely six years old.
- 39. "I don't want no trouble from any of you!" the sergeant shouted at the new recruits.
- 40. There isn't no such thing as a free lunch.

6.1 ADVERBS THAT MODIFY VERBS

Adjectives are words that modify nouns and pronouns. Adverbs are another type of modifier. They modify verbs, adjectives, and other adverbs.

An adverb is a word that modifies a verb, an adjective, or another adverb.

WHAT ADVERBS MODIFY	
VERBS	People <i>handle</i> old violins carefully .
ADJECTIVES	Very <i>old</i> violins are valuable.
ADVERBS	Orchestras almost <i>always</i> include violins.

An adverb may tell *how* or *in what manner* an action is done. It may tell *when* or *how often* an action is done. It may also tell *where* or *in what direction* an action is done.

WAYS ADVERBS MODIFY VERBS	
ADVERBS TELL	EXAMPLES
HOW	grandly, easily, completely, neatly, gratefully, sadly
WHEN	soon, now, immediately, often, never, usually, early
WHERE	here, there, everywhere, inside, downstairs, above, far

When an adverb modifies an adjective or another adverb, the adverb usually comes before the word it modifies. When an adverb modifies a verb, the adverb can occupy different positions in a sentence.

POSITION OF ADVERBS MODIFYING VERBS	
BEFORE THE VERB	Guests often dine at the White House.
AFTER THE VERB	Guests dine often at the White House.
AT THE BEGINNING	Often guests dine at the White House.
AT THE END	Guests dine at the White House often .

Many adverbs are formed by adding *-ly* to adjectives. However, not all words that end in *-ly* are adverbs. The words *friendly*, *lively*, *kindly*, *lovely*, and *lonely* are usually adjectives. On the other hand, not all adverbs end in *-ly*.

SOME ADVERBS NOT ENDING IN -LY

afterward	everywhere	near	short
already	fast	never	sometimes
always	forever	not	somewhere
anywhere	hard	now	soon
away	here	nowhere	straight
below	home	often	then
even	late	outside	there
ever	long	seldom	well

PRACTICE Identifying Adverbs I

Write each adverb. Beside the adverb, write the verb it modifies.

1. He silently paddled the canoe from the lake into the river.
2. I always meet her here.
3. A fierce wind sprang up suddenly and tore shingles from the roof.
4. Are you staying long at the Anderson's party?
5. Often you can see a deer near that road.
6. All this rubbish must be thrown away.
7. We walked home quickly.
8. He stood outside in the chilly night and stared wonderingly at the stars.
9. Mr. Reynolds claims that an alien spacecraft sometimes makes an emergency landing in his backyard.
10. John Hancock boldly signed the Declaration of Independence.

6.2 ADVERBS THAT MODIFY ADJECTIVES AND OTHER ADVERBS

Adverbs are often used to modify adjectives and other adverbs. Notice how adverbs affect the meaning of the adjectives in the following sentences. Most often they tell *how* or *to what extent*.

EXAMPLE Harry Truman used **extremely** direct language.

EXAMPLE He became a **very** popular president.

In the first sentence, the adverb *extremely* modifies the adjective *direct*. *Extremely* tells to what extent Truman's language was direct. In the second sentence, the adverb *very* modifies the adjective *popular*. *Very* tells to what extent Truman was popular.

In the following sentences, adverbs modify other adverbs.

EXAMPLE Truman entered politics **unusually** late in life.

EXAMPLE He moved through the political ranks **quite** quickly.

In the first sentence, the adverb *unusually* modifies the adverb *late*. *Unusually* tells how late Truman entered politics. In the second sentence, the adverb *quite* modifies the adverb *quickly*. *Quite* tells how quickly Truman moved through the ranks.

When an adverb modifies an adjective or another adverb, the adverb almost always comes directly before the word it modifies. On the following page is a list of some adverbs that are often used to modify adjectives and other adverbs.

ADVERBS OFTEN USED TO MODIFY ADJECTIVES AND OTHER ADVERBS

almost	just	rather	too
barely	nearly	really	totally
extremely	partly	so	unusually
hardly	quite	somewhat	very

PRACTICE Identifying Adverbs II

Write each adverb and the word it modifies. Then write whether the modified word is a verb, an adjective, or an adverb.

1. She could barely keep a straight face.
2. Jose dribbled so skillfully that several defenders just stood there and helplessly watched him.
3. He will be returning unusually late tomorrow.
4. The winner raced hard to the finish line, very red in the face from all his exertion.
5. Her car radio blared music really loudly.
6. The antelope stopped short and listened intently.
7. I am extremely grateful for your help.
8. They seemed quite ready for the nearly Arctic weather.
9. Nina sometimes awakens too early.
10. Somewhere in the woods, a huge beast growled menacingly.

6.3 COMPARATIVE AND SUPERLATIVE ADVERBS

The **comparative form** of an adverb compares one action with another.

The **superlative form** of an adverb compares one action with several others.

Most short adverbs add *-er* to form the comparative and *-est* to form the superlative.

COMPARING ADVERBS WITH <i>-ER</i> AND <i>-EST</i>	
COMPARATIVE	The pianist arrived earlier than the violinist.
SUPERLATIVE	The drummer arrived earliest of all the players.

Long adverbs and a few short ones require the use of *more* or *most*.

COMPARING ADVERBS WITH <i>MORE</i> AND <i>MOST</i>	
COMPARATIVE	The violinist plays more often than the harpist.
SUPERLATIVE	Which musicians play most often ?

Some adverbs have irregular comparative and superlative forms.

IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS		
BASE FORM	COMPARATIVE	SUPERLATIVE
well	better	best
badly	worse	worst
little	less	least
far (distance)	farther	farthest
far (degree)	further	furthest

The words *less* and *least* are used before adverbs to form the negative comparative and superlative.

EXAMPLES I play **less well**. I play **least accurately**.

Don't use *more*, *most*, *less*, or *least* before adverbs that already end in *-er* or *-est*.

PRACTICE Using Comparative and Superlative Adverbs

Write the correct word or phrase from the choices in parentheses.

1. Jill sings (sweeter, sweetlier, more sweetly) than any bird.
2. Who on the team jumps (higher, highest, most high)?
3. Never before had the team played (more badly, worse, worst).
4. I think (better, best) of all on a full stomach.
5. She double faults (oftener, more often) than her partner.
6. He is (less, least) likely to be on time than his friends are.
7. Mary gets up (later, more lately) in the summer than during the school year.
8. Which of the museum's pictures do you like (better, best)?
9. "Push (harder, more hard, more hardly)," the child on the swing urged.
10. Late arrivals are sitting (more far, farther, further) from the stage.

6.4 USING ADJECTIVES AND ADVERBS

Sometimes it's hard to decide whether a sentence needs an adjective or an adverb. Think carefully about how the word is used.

EXAMPLE He was (**careful, carefully**) with the antique clock.

EXAMPLE He worked (**careful, carefully**) on the antique clock.

In the first sentence, the missing word follows a linking verb and modifies the subject, *He*. Therefore, an adjective is needed. *Careful* is the correct choice. In the second sentence, the missing word modifies the verb, *worked*. Thus, an adverb is needed, and *carefully* is the correct choice.

The words *good* and *well* and the words *bad* and *badly* are sometimes confused. *Good* and *bad* are adjectives. Use them before nouns and after linking verbs. *Well* and *badly* are adverbs. Use them to modify verbs. *Well* may also be used as an adjective to mean “healthy”: *You look well today.*

TELLING ADJECTIVES FROM ADVERBS

ADJECTIVE	ADVERB
The band sounds good .	The band plays well .
The band sounds bad .	The band plays badly .
The soloist is well .	The soloist sings well .

Use these modifiers correctly: *real* and *really*, *sure* and *surely*, *most* and *almost*. *Real* and *sure* are adjectives. *Really*, *surely*, and *almost* are adverbs. *Most* can be an adjective or an adverb.

TELLING ADJECTIVES FROM ADVERBS

ADJECTIVE	ADVERB
Music is a real art.	This music is really popular.
A pianist needs sure hands.	Piano music is surely popular.
Most pianos have eighty-eight keys.	Piano strings almost never break.

PRACTICE Using Adjectives and Adverbs

Write the correct word from the choices in parentheses.

- Often a movie's villain looks (bad, badly).
- With its new coat of paint, the porch looked (good, well).

3. How (bad, badly) do you want the part?
4. That fish is (sure, surely) going to make a good meal.
5. He ran (real, really) fast to catch up with his sister.
6. She'll have to play (good, well) to make the team.
7. Come here (quick, quickly).
8. At last he made a (real, really) commitment to join the club.
9. The show is (most, almost) over when the actor says that line.
10. Those gray clouds are a (sure, surely) sign of rain.

6.5 CORRECTING DOUBLE NEGATIVES

The adverb *not* is a **negative word**, expressing the idea of “no.” *Not* often appears in a short form as part of a contraction. When *not* is part of a contraction, as in the words in the chart below, *n’t* is an adverb.

CONTRACTIONS WITH <i>NOT</i>		
are not = aren’t	does not = doesn’t	should not = shouldn’t
cannot = can’t	had not = hadn’t	was not = wasn’t
could not = couldn’t	has not = hasn’t	were not = weren’t
did not = didn’t	have not = haven’t	will not = won’t
do not = don’t	is not = isn’t	would not = wouldn’t

In all but two of these words, the apostrophe replaces the *o* in *not*. In *can’t* both an *n* and the *o* are omitted. *Will not* becomes *won’t*.

Other negative words are listed in the following chart. Each negative word has several opposites. These are **affirmative words**, or words that show the idea of “yes.”

SOME NEGATIVE AND AFFIRMATIVE WORDS

NEGATIVE

never, scarcely, hardly, barely

nobody

no, none

no one

nothing

nowhere

AFFIRMATIVE

always, ever

anybody, everybody, somebody

all, any, one, some

anyone, everyone, one, someone

anything, something

anywhere, somewhere

Don't use two negative words to express the same idea. This is called a **double negative**. Only one negative word is necessary to express a negative idea. You can correct a double negative by removing one of the negative words or by replacing one of the negative words with an affirmative word.

EXAMPLE INCORRECT I **don't** have **no** homework.

EXAMPLE CORRECT I have **no** homework.

EXAMPLE CORRECT I **don't** have **any** homework.

PRACTICE Expressing Negative Ideas

Rewrite each sentence so it correctly expresses a negative idea.

1. We can't do nothing about the broken window now.
2. Jim hasn't got nowhere to stay on Saturday.
3. Weren't none of you signing up for baseball this summer?
4. You shouldn't never use language like that.
5. It isn't barely seven o'clock yet.

6. I wouldn't ask no one to wear a shirt like that.
7. Losing this game doesn't make no difference.
8. She was so nervous that she couldn't eat nothing.
9. Won't nobody come to the movie with me?
10. It was so foggy that Ms. Suarez couldn't hardly see the car in front of hers.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Pocahontas

¹Pocahontas was a Native American girl, the daughter of Chief Powhatan. ²She wasn't barely eleven years old when English settlers first arrived in Virginia. ³She became a real important figure in the history of the United States.

⁴One famous story about Pocahontas is told more oftener than any other. ⁵Powhatan's people had taken John Smith prisoner. ⁶The chief wanted to kill Smith. ⁷Pocahontas jumped quick to Smith's defense. ⁸She persuaded her father not to kill him. ⁹Most people know this story bestest. ¹⁰However, some historians believe that this didn't never happen.

¹¹Pocahontas was kidnapped by the English in 1613. ¹²She learned to speak English good and wore European clothes. ¹³Later she married John Rolfe and had a son.

¹⁴In 1616 Pocahontas traveled more farther from home than she ever had before. ¹⁵She sailed with her family to England where she was sure treated like royalty. ¹⁶Her life ended sad. ¹⁷She got sick and died in England.

POSTTEST Identifying Adverbs

Write each adverb and the word it modifies. Then write whether the modified word is a verb, an adjective, or an adverb.

1. The dog barked loudly as I passed the gate.
2. Sometimes I exercise early in the morning.
3. Work hard and you will never fail.
4. Knock very gently three times and enter.
5. They finished eating extremely quickly.
6. Lightning suddenly lit the night sky with an almost white light.
7. These granola bars are too chewy for me.
8. Bill never practices piano very cheerfully.
9. They played rather well together.
10. The puppy looked so silly with its very big feet and short legs.

POSTTEST Comparative and Superlative Adverbs

Write the correct word or phrase from the choices in parentheses.

11. She is now serving the ball (more well, better, more better) than ever before.
12. The test pilot flew (more fast, fastest, most fast) on the second of his three flights.
13. The black bear eats (less, least) in winter than in autumn.
14. I would not take that idea any (more far, further).
15. Of all the days of the week, the cafeteria food is (worse, worst) on Friday.
16. You can do no (more well, better) than that.
17. They slept (sounder, more soundly) in the motel than they had in the tent.
18. Of all the towns hit by the storm, Jefferson suffered the (worse, most badly, worst) damage.

19. The foal always stands (more nearly, nearer, most nearly) to its mother than to any other horse.
20. Can you hit the (farther, farthest, fartherest) of those six targets?

POSTTEST Using Adjectives and Adverbs

Write the correct word from the choices in parentheses.

21. The expedition was a (real, really) test of character.
22. I think I did (good, well) on the math test.
23. Fumbling that pass made him look (bad, badly) in front of ten million people.
24. She is (sure, surely) playing a practical joke.
25. I wanted to finish the job (real, really) (bad, badly).
26. There has been no (sure, surely) sighting of Bigfoot.
27. She was very (good, well) for the baby-sitter.
28. She is (most, almost) always right.
29. Look at how (good, well) you did.
30. Get help as (quick, quickly) as you can.

POSTTEST Correcting Double Negatives

Rewrite each sentence so it correctly expresses a negative idea.

31. I wouldn't tell nobody what you've just heard.
32. The police couldn't find no evidence of theft.
33. That wasn't none of their business.
34. When they closed the youth club, a lot of kids didn't have nowhere to go.
35. You can't never predict what Sal's going to say next.
36. They can't do nothing about the report today.
37. The baby isn't hardly walking yet.
38. Ben doesn't take advice from no one.
39. It wasn't barely light when we arrived at the camp.
40. My opinion doesn't make no difference.

Prepositions, Conjunctions, and Interjections

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PRETEST Prepositions and Prepositional Phrases

Write each prepositional phrase. Underline the preposition and circle the object of the preposition. Then write the word the prepositional phrase modifies. Finally, write adjective or adverb to tell how the prepositional phrase is used.

1. Approximately 30 percent of Earth is covered by land.
2. Water covers the other 70 percent of Earth's surface.
3. Coasts along the oceans may be beaches or cliffs.
4. There are actually mountains under the ocean.
5. Mount Everest is 29,028 feet above sea level.
6. It is the highest mountain on Earth.
7. People have climbed to the mountaintop.
8. There they stood at the top of Earth.

9. Many climbers proved to themselves that they could make the difficult climb.
10. Are cave explorers the opposite of mountain climbers?

PRETEST Pronouns as Objects of Prepositions

Write the correct word or phrase from the choices in parentheses.

11. Kathy and Lawanda went to the show with my friend Sean and (I, me).
12. The usher gave programs to (them and me, they and I, them and I, they and me).
13. The people in front of Kathy, Lawanda, Sean, and (I, me) talked during the show.
14. We didn't know to (who, whom) we should complain.
15. Finally, the usher came toward Sean and (I, me).
16. The usher reached across (him and me, he and I).
17. He asked the talkers to be more considerate of (we, us).
18. They sent surprised looks toward the girls and (we, us).
19. The woman apologized to Lawanda and (she, her).
20. Without the noise from (he and she, him and her), the four of (we, us) enjoyed the show more.

PRETEST Conjunctions

Write each conjunction. Then write compound subject, compound object, compound predicate, or compound sentence to tell what parts the conjunction joins.

21. Both Sammy Sosa and Mark McGwire are great home-run hitters.
22. Neither they nor Tiger Woods was the most popular sports hero during the last decade, though.
23. That and many other honors go to Michael Jordan.
24. Jordan played spectacularly and led his team well.
25. Top basketball honors went to Jordan and his team.

26. Jordan helped the Chicago Bulls win six national championships, and he became known around the world.
27. McGwire and Sosa have not led their teams to championships, but they are still heroes to many fans.
28. Jordan no longer plays basketball, but he does like to play golf.
29. Tiger Woods plays golf and wins many championships.
30. Woods and Jordan are both champion athletes.

PRETEST Making Compound Subjects and Verbs Agree

Write the correct word from the choices in parentheses.

31. Paintings and ceramics (is, are) shown at the art fair.
32. Neither Tim nor his aunt (like, likes) modern art.
33. The woodworker or his assistant (carve, carves) small figurines.
34. The jewelry or handmade hats in that display (do, does) not interest them.
35. A band and dancers (appear, appears) on stage.
36. The heat and humidity of an August day (slow, slows) some people down.
37. Neither lemonade nor other soft drinks (quench, quenches) my thirst.
38. Ice and water (refresh, refreshes) me after a run.
39. Either an oak or a maple tree (have, has) been planted in the park.
40. Dark clouds and lightning (serve, serves) as warnings of an approaching storm.

PRETEST Conjunctive Adverbs

Write each sentence. Underline the conjunctive adverb. Add appropriate punctuation.

41. A library is an excellent source of information likewise you can find fiction and poetry there.

- 42. Of course, many of a library’s resources are in books however many are on computers and videos, too.
- 43. You can search for books with a computer moreover you can search the Internet with a librarian’s help.
- 44. A library offers other services as well thus you might find a community meeting or a story hour there.
- 45. You can use a library in many ways besides you can have fun there.

7.1 PREPOSITIONS AND PREPOSITIONAL PHRASES

A **preposition** is a word that relates a noun or a pronoun to another word in a sentence.

EXAMPLE The boy **near** the window is French.

The word *near* is a preposition. It shows the relationship between the noun *window* and the word *boy*.

COMMON PREPOSITIONS				
aboard	at	down	off	to
about	before	during	on	toward
above	behind	except	onto	under
across	below	for	opposite	underneath
after	beneath	from	out	until
against	beside	in	outside	up
along	besides	inside	over	upon
among	between	into	past	with
around	beyond	like	since	within
as	but (except)	near	through	without
	by	of	throughout	

A preposition may consist of more than one word.

EXAMPLE Yasmin will visit Trinidad **instead of** Jamaica.

SOME PREPOSITIONS OF MORE THAN ONE WORD			
according to	aside from	in front of	instead of
across from	because of	in place of	on account of
along with	except for	in spite of	on top of

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or a pronoun, which is called the object of the preposition.

EXAMPLE Hang the painting **outside the new auditorium**.

A preposition may have a compound object.

EXAMPLE Between the **chair** and the **table** was a window.

PRACTICE Identifying Prepositional Phrases

Write each prepositional phrase. Underline the preposition and draw a circle around the object of the preposition.

1. Throughout the world, people have similar wants and needs for themselves and for their children.
2. People have in common their needs for food, shelter, clothing, and love.
3. The kinds of food, shelter, and clothing people have are different in various climates.
4. Yet, people across all cultures share love of family, love of country, and love for each other.
5. In spite of our differences, we all feel affection toward others.
6. There are a number of us who also share a love of animals.

7. Many families in the United States are crazy about their cats, dogs, or even fish.
8. Some people in other parts of the world keep crickets or pigs as pets.
9. On a shelf or tabletop in some homes, you might see pictures of pets displayed beside the pictures of family members.
10. Underneath it all is the universal emotion of love.

7.2 PRONOUNS AS OBJECTS OF PREPOSITIONS

When a pronoun is the object of a preposition, use an object pronoun, not a subject pronoun.

EXAMPLE Dan handed the tickets to Natalie.

EXAMPLE Dan handed the tickets to **her**.

In the example, the object pronoun *her* replaces *Natalie* as the object of the preposition *to*.

A preposition may have a compound object: two or more nouns, two or more pronouns, or a combination of nouns and pronouns. Use object pronouns in compound objects.

EXAMPLE I borrowed the suitcase from Ivan and Vera.

EXAMPLE I borrowed the suitcase from Ivan and **her**.

EXAMPLE I borrowed the suitcase from **him** and Vera.

EXAMPLE I borrowed the suitcase from **him** and **her**.

Object pronouns are used in the second, third, and fourth sentences. In the second sentence, *Ivan and her* is the compound object of the preposition *from*. In the third sentence, *him and Vera* is the compound object of the preposition *from*. In the fourth sentence, *him and her* is the compound object of the preposition *from*.

If you're not sure whether to use a subject pronoun or an object pronoun, read the sentence aloud with only the pronoun.

EXAMPLE I borrowed the suitcase from **her**.

EXAMPLE I borrowed the suitcase from **him**.

Who is a subject pronoun. *Whom* is an object pronoun.

EXAMPLE **Who** lent you the suitcase?

EXAMPLE From **whom** did you borrow the suitcase?

PRACTICE Using Pronouns as Objects of Prepositions

Write the correct word or phrase from the choices in parentheses.

1. There were six of (we, us) first-time sailors aboard Roy's boat.
2. Roy gave life jackets to (them and me, they and I, them and I, they and me).
3. According to (he, him), a life jacket is an essential piece of equipment for all boats.
4. The boat's motor and rudder were behind (we, us).
5. From (who, whom) came that uncomfortable squeal?
6. Someone's feet were up against Sam and (she, her).
7. Those feet were pushing them into the side of the boat and (he, him).
8. As the wind rushed toward Sam and (I, me), we almost fell backward into Roy and (they, them).
9. We got up and sat near Sandra and (she, her).
10. We don't know for (who, whom) that boat ride was more fun, those in back or those across from Roy and (I, me).

7.3 PREPOSITIONAL PHRASES AS ADJECTIVES AND ADVERBS

A prepositional phrase is an **adjective phrase** when it modifies, or describes, a noun or a pronoun.

EXAMPLE The servers **at the new restaurant** are courteous.

EXAMPLE The atmosphere includes photographs **from old movies**.

In the first sentence, the prepositional phrase *at the new restaurant* modifies the subject of the sentence, *servers*. In the second sentence, the prepositional phrase *from old movies* modifies the direct object, *photographs*.

Notice that, unlike most adjectives, an adjective phrase usually comes after the word it modifies.

A prepositional phrase is an **adverb phrase** when it modifies a verb, an adjective, or another adverb.

ADVERB PHRASES

USE	EXAMPLES
Modifies a Verb	The servers <i>dress</i> like movie characters .
Modifies an Adjective	The restaurant is <i>popular</i> with young people .
Modifies an Adverb	The restaurant opens <i>early</i> in the morning .

Most adverb phrases tell *when*, *where*, or *how* an action takes place. More than one prepositional phrase may modify the same word.

HOW ADVERB PHRASES MODIFY VERBS

WHEN?	Many people eat a light meal during the lunch hour .
WHERE?	Some eat lunch on the covered patio .
HOW?	Others eat their meals in a hurry .

PRACTICE Identifying Adjective and Adverb Phrases

Write each prepositional phrase. Then write the word it modifies. Finally, write adjective or adverb to tell how it's used.

1. Put the books on the top shelf.
2. The plants can be displayed along the windowsill.
3. The one in the pink vase should go in the middle.
4. I'll put the souvenirs from my trip here.
5. CDs go in the special holder beside the sound system.
6. Videotapes in their cases should be placed under the TV.
7. The dictionary is between the bookends on the desk.
8. Let's put the small lamp next to the books on the desk too.
9. We can hang more shelves on the wall by the window.
10. Move the clothes on hangers into the closet.

7.4 TELLING PREPOSITIONS AND ADVERBS APART

Sometimes it can be difficult to tell whether a particular word is being used as a preposition or as an adverb. Both prepositions and adverbs can answer the questions *where?* and *when?* The chart below shows fifteen words that can be used as either prepositions or adverbs. Whether any one of these words is a preposition or an adverb depends on its use in a particular sentence.

SOME WORDS THAT CAN BE USED AS PREPOSITIONS OR ADVERBS

about	below	out
above	down	outside
around	in	over
before	inside	through
behind	near	up

If you have trouble deciding whether a word is being used as a preposition or as an adverb, look at the other words in the sentence. If the word is followed closely by a noun or a pronoun, the word is probably a preposition, and the noun or pronoun is the object of the preposition.

EXAMPLE We ate our lunch **outside** the **library**.

EXAMPLE We walked **around** the **park** for an hour.

In the first example, *outside* is followed closely by the noun *library*. *Outside* is a preposition, and *library* is the object of the preposition. In the second example, *around* is a preposition, and *park* is the object of the preposition.

If the word is not followed closely by a noun or a pronoun, the word is probably an adverb.

EXAMPLE We ate our lunch **outside**.

EXAMPLE We walked **around** for an hour.

In the first sentence, *outside* answers the question *where?* but is not followed by a noun or a pronoun. In this sentence, *outside* is an adverb. In the second sentence, *around* is an adverb. *For an hour* is a prepositional phrase.

PRACTICE Identifying Prepositions and Adverbs

Write preposition or adverb to identify each underlined word.

1. What is the movie about?
2. I think it is about people in a circus.
3. Mike has a brother who lives up the street.
4. Will you give up or are you ready to continue?
5. There are drinking glasses behind that cupboard door.
6. The last bicyclist is falling behind in the race.
7. Will the show be over soon?
8. The gas station is just over the next hill.
9. Don't look down when you are mountain climbing.
10. Both Jack and Jill tumbled down the hill.

7.5 CONJUNCTIONS

A **coordinating conjunction** is a word used to connect compound parts of a sentence. *And, but, or, nor, and for* are coordinating conjunctions. *So* and *yet* are also sometimes used as coordinating conjunctions.

USING COORDINATING CONJUNCTIONS TO FORM COMPOUNDS

COMPOUND SUBJECT	Allison and Rosita have lived in Mexico City.
COMPOUND OBJECTS	Give your suitcases and packages to Ben or Bill.
COMPOUND PREDICATE	Tourists shop or relax on the beaches.
COMPOUND SENTENCE	Tillie shopped every day, but we toured the city.

To make the relationship between words or groups of words especially strong, use correlative conjunctions.

Correlative conjunctions are pairs of words used to connect compound parts of a sentence. Correlative conjunctions include *both . . . and, either . . . or, neither . . . nor, and not only . . . but also*.

EXAMPLE Examples of great architecture exist in **both** New York **and** Paris.

EXAMPLE **Neither** Luis **nor** I have visited those cities.

When a compound subject is joined by *and*, the subject is usually plural. The verb must agree with the plural subject.

EXAMPLE Winnie **and** Sumi **are** in Madrid this week.

When a compound subject is joined by *or* or *nor*, the verb must agree with the nearer subject.

EXAMPLE **Neither** Rhondelle **nor** the twins **speak** Spanish.

EXAMPLE **Neither** the twins **nor** Rhondelle **speaks** Spanish.

PRACTICE Identifying Conjunctions and Compounds

Write each conjunction. Then write compound subject, compound object, compound predicate, or compound sentence to tell what parts the conjunction joins.

1. People in the United States benefit from both the Bill of Rights and the Constitution every day.
2. The first ten amendments to the Constitution are called the Bill of Rights, and together they identify basic rights.
3. They protect our rights and freedoms.
4. This Bill of Rights lists the rights of the individual and the limitations of the federal government.
5. England and France have their own systems for protecting civil liberties.
6. In the United States, any act contrary to the Bill of Rights is illegal and can be brought to court.
7. Under the First Amendment, Congress cannot establish a national religion or exclude any religion.
8. Not only these documents but also others such as the Declaration of Independence define our rights.
9. Neither Congress nor the courts can contradict them.
10. We all must respect and honor these documents.

PRACTICE Making Compound Subjects and Verbs Agree

Write the correct word from the choices in parentheses.

1. Both the Peralta and the Johnson families (own, owns) home computers.
2. Neither Mr. Peralta nor the Johnsons (know, knows) much about computers.
3. Ms. Peralta and her daughter (is, are) very knowledgeable.
4. Either Ms. Peralta or Nadine (fix, fixes) computers.

5. Nadine and her mother (install, installs) extra memory in their computer.
6. Nadine and Tony Johnson (do, does) homework on computers.
7. Neither Nadine nor Tony (log, logs) onto the Internet without a parent's approval.
8. However, Nadine, Tony, and his parents (is, are) learning how to use the Internet wisely.
9. The Internet and its resources (have, has) great assets.
10. Nadine and her mother (show, shows) Tony how to set up computers.

7.6 CONJUNCTIVE ADVERBS

You can use a special kind of adverb instead of a conjunction to join the simple sentences in a compound sentence. This special kind of adverb is called a **conjunctive adverb**.

EXAMPLE Many Asians use chopsticks, but some use forks.

EXAMPLE Many Asians use chopsticks; **however**, some use forks.

A conjunctive adverb, such as *however*, is usually stronger and more exact than a coordinating conjunction like *and* or *but*.

USING CONJUNCTIVE ADVERBS	
TO REPLACE <i>AND</i>	besides, furthermore, moreover
TO REPLACE <i>BUT</i>	however, nevertheless, still, otherwise
TO STATE A RESULT	consequently, therefore, thus
TO STATE EQUALITY	equally, likewise, similarly

A conjunctive adverb may be used to join the simple sentences in a compound sentence.

When two simple sentences are joined with a conjunctive adverb, use a semicolon at the end of the first sentence. Place a comma after a conjunctive adverb that begins the second part of a compound sentence. If a conjunctive adverb is used in the middle of a simple sentence, set it off with commas.

EXAMPLE The school cafeteria sometimes serves Chinese food; **however**, these meals are not very tasty.

EXAMPLE The school cafeteria sometimes serves Chinese food; these meals, **however**, are not very tasty.

PRACTICE Identifying Conjunctive Adverbs

Write each sentence. Underline the conjunctive adverb. Add appropriate punctuation.

1. Many people in the United States go to restaurants frequently moreover some do it almost every day.
2. Some restaurants are very expensive however many popular ones are inexpensive and serve fast food.
3. It is easy to go for a quick hamburger for lunch nevertheless that's not the best way to eat.
4. It's permissible once in a while still it's not a good or healthful habit to have.
5. Order a salad otherwise select something else low in fat.
6. Many restaurants serve food from different countries consequently people are exposed to international cuisine.
7. Asian restaurants often provide chopsticks however they also provide knives and forks.
8. Restaurants offer different combinations of foods and spices thus Americans have many food choices.
9. Some dishes are too complicated for amateur cooks besides many people would rather eat out.
10. It is a treat to go to a restaurant nevertheless I would rather eat at home.

7.7 INTERJECTIONS

You can express emotions in short exclamations that aren't complete sentences. These exclamations are called interjections.

An **interjection** is a word or group of words that expresses emotion. It has no grammatical connection to other words in a sentence.

Interjections are used to express emotion, such as surprise or disbelief. They're also used to attract attention.

SOME COMMON INTERJECTIONS			
aha	great	my	ouch
alas	ha	no	well
gee	hey	oh	wow
good grief	hooray	oops	yes

An interjection that expresses strong emotion may stand alone. It begins with a capital letter and ends with an exclamation point.

EXAMPLE **Good grief!** My favorite restaurant has closed.

When an interjection expresses mild feeling, it is written as part of the sentence. In that case, the interjection is set off with commas.

EXAMPLE **Oh, well,** I'll just eat at home.

NOTE Most words may be more than one part of speech. A word's part of speech depends on its use in a sentence.

EXAMPLE A duck has soft **down** on its body. **[noun]**

EXAMPLE The hungry boy **downed** the hamburger in three bites. **[verb]**

EXAMPLE Libby felt **down** all day. **[adjective]**

EXAMPLE The baby often falls **down**. [adverb]

EXAMPLE A car drove **down** the street. [preposition]

EXAMPLE **“Down!”** I shouted to the dog. [interjection]

PRACTICE Writing Sentences with Interjections

Write ten sentences, using a different interjection with each. Punctuate correctly.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Colin Powell

¹General Colin L. Powell is an American hero. ²He was Chairman of the Joint Chiefs of Staff under both President George Bush and President Bill Clinton. ³He served as the chief military advisor to both of they. ⁴Earlier, President Ronald Reagan had appointed General Powell as the Assistant to the President for National Security Affairs. ⁵Now retried from the military, Powell has written his autobiography, titled *my American Journey*. ⁶He actively works for the improvement of children's lives. ⁷Hooray for General Powell.

⁸General Powell have received many military awards and honors furthermore he also has been recognized with civilian awards for public service. ⁹These include the Presidential Medal of Freedom, given to he and others who have served our country especially well.

¹⁰Powell was born in New York City ¹¹He and his wife has three children.

POSTTEST Prepositions and Prepositional Phrases

Write each prepositional phrase. Underline the preposition and circle the object of the preposition. Then write the word the prepositional phrase modifies. Finally, write adjective or adverb to tell how the prepositional phrase is used.

1. Summer vacation is fun for most students.
2. If you live near a beach, you are especially lucky.
3. You can be among the crowd of people on the sand or in the water.
4. Just remember that you will also be in the sun, which can be dangerous to your skin.
5. Silly as you may think it sounds, you should hide under a hat and put lots of protectant lotion on your skin.
6. Doctors now believe that people with some skin cancers spent too much time under the sun without protection.
7. Many people with skin cancer reported sunburns throughout their youth.
8. With enough protection, you can have a safe swim.
9. You should put sunblock lotion on your skin whenever you will be in the sun.
10. You can avoid being among those who end up with severe sunburn!

POSTTEST Pronouns as Objects of Prepositions

Write the correct word from the choices in parentheses.

11. Jorge wants to make a movie with Laura and (I, me).
12. It will be about (she and I, her and me, she and me, her and I) and our adventures in a treehouse.
13. I went with (he and she, him and her, he and her, him and she) to find a good place to shoot the story.
14. Behind Jorge and (she, her), I saw a large tree.
15. According to Laura and (he, him), the tree was too small.
16. Besides Laura and (I, me), two others will be in the film.
17. Some kids walked toward Laura and (we, us).
18. They want to make the movie with Jorge and (we, us).

19. We saw a huge tree in an empty lot across from Jorge and (she, her).
20. Jorge will make the movie with us and (they, them) there.

POSTTEST Conjunctions

Write each conjunction. Then write compound subject, compound object, compound predicate, or compound sentence to tell what parts the conjunction joins.

21. The bad storm last night knocked out power and blew some trees down.
22. Thunder and lightning began about dinnertime.
23. Then the sky got very dark, and the wind started to blow very hard.
24. Either driving rain or hail battered the house all night.
25. Some people ran out to close their car windows, but it was dangerous for them to be out in the storm.
26. Lightning can strike people, trees, cars, or houses.
27. Sometimes you see lightning and hear thunder at the same time.
28. The storm is very close, and you should seek shelter.
29. City workers will clean up tree branches this morning, but the electric company is fixing the power lines.
30. Neither doors nor windows should remain open.

POSTTEST Making Compound Subjects and Verbs Agree

Write the correct word from the choices in parentheses.

31. Neither Joan nor her sister (want, wants) to move to the new neighborhood.
32. Both their mother and their father (talk, talks) to them about the move.

- 33.** Neither the parents nor their daughters (look, looks) forward to packing.
- 34.** Before long, the girls and their parents (move, moves) into their new apartment.
- 35.** In the kitchen, cabinets and a pantry (provide, provides) plenty of space for dishes, utensils, and groceries.
- 36.** Wallpaper or fresh paint (adorn, adorns) every wall.
- 37.** Large closets and three bedrooms (make, makes) the apartment appealing.
- 38.** Either the den room or master bedroom (have, has) high ceilings.
- 39.** Several boxes or a large crate (is, are) in every room and hallway of the apartment.
- 40.** Soon books and knickknacks (fill, fills) the shelves.

POSTTEST **Conjunctive Adverbs**

Write each sentence. Underline the conjunctive adverb. Add appropriate punctuation.

- 41.** It is fun to go on a trip nevertheless it is always nice to return home too.
- 42.** The national parks are great vacation spots however it is important to always follow the parks' rules.
- 43.** A trip to a different country is often fun besides it enables you to explore other cultures.
- 44.** You find out how people there live similarly you can enjoy the foods they eat.
- 45.** Perhaps a vacation isn't in your plans still you can visit places by reading books about them.

Clauses and Complex Sentences

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PRETEST Simple, Compound, and Complex Sentences

Write simple, compound, or complex to identify each sentence.

1. It can be fun to write in a diary or a journal.
2. Keep your diary or journal in a safe place, and you can enjoy reading it a year or more from now.
3. Both famous people and everyday people have kept diaries.
4. Samuel Pepys was a British official who kept a diary during the 1600s.
5. He wrote the diary in shorthand; the diary was decoded over one hundred years later.
6. He wrote about the Great Plague that killed thousands of people in London during the 1660s.

7. His diary gave an account of the Great Fire of London, which raged through the city in 1666.
8. According to reports, the fire caused only six deaths, but it did destroy most of London.
9. Pepys also wrote about many other things, including his own ideas and gossip about other people.
10. Like Pepys, you can write a diary about the world around you and about yourself, or you may just want to keep a simple record of your own life.

PRETEST Adjective, Adverb, and Noun Clauses

Identify each italicized clause by writing adjective, adverb, or noun.

11. Road maps, *which show roadways*, can be fascinating.
12. *When you travel by car*, take a road atlas with you.
13. It has maps for all states *that are in the United States*.
14. You can find a road map for *wherever you want to go*.
15. Maps *that have other purposes* have different keys.
16. Maps *that you see on TV* may show the weather.
17. Most maps include a compass rose, *which indicates north, south, east, and west*.
18. A political map labels *whatever countries and cities are located in the area*.
19. Political maps show places *that people have established*.
20. *Before you use a map*, read its title and its legend.
21. They show *what a map's purpose is*.
22. Some maps provide information *that others do not*.
23. *If you want to know about the natural resources of a state*, you would use a thematic map on that subject.
24. A topographic map shows *which are the highest mountains*.
25. You can find out *where most people live* by reading a population-density map.

8.1 SENTENCES AND CLAUSES

A **sentence** is a group of words that has a subject and a predicate and expresses a complete thought.

A **simple sentence** has one complete subject and one complete predicate.

The **complete subject** names whom or what the sentence is about. The **complete predicate** tells what the subject does or has. Sometimes the complete predicate tells what the subject is or is like. The complete subject or the complete predicate or both may be compound.

COMPLETE SUBJECT	COMPLETE PREDICATE
People	travel.
Neither automobiles nor airplanes	are completely safe.
Travelers	meet new people and see new sights.
Trains and buses	carry passengers and transport goods.

A **compound sentence** contains two or more simple sentences. Each simple sentence is called a main clause.

A **main clause** has a subject and a predicate and can stand alone as a sentence.

Main clauses can be connected by a comma and a conjunction, by a semicolon, or by a semicolon and a conjunctive adverb. The conjunctive adverb is followed by a comma. In the following examples, each main clause is in black. The connecting elements are in blue type.

EXAMPLE Many people live in cities, **but** others build houses in the suburbs. **[comma and coordinating conjunction]**

EXAMPLE Most people travel to their jobs; others work at home. **[semicolon]**

EXAMPLE Companies relocate to the suburbs; **therefore**, more people leave the city. **[semicolon and conjunctive adverb]**

PRACTICE Identifying and Punctuating Simple and Compound Sentences

Write each sentence. Underline each main clause. Add commas or semicolons where they're needed. Write simple or compound to identify the sentence.

1. Roads and highways seem especially crowded today.
2. New highways are being built however each new highway becomes quickly clogged with traffic too.
3. Even cities with good public transportation systems have too much traffic on their roads and highways.
4. One solution is for people to carpool nevertheless people seem reluctant to do this.
5. Another solution is to install or expand public transportation but this is expensive.
6. Not only is building public transportation expensive but many people just won't use it.
7. People use cars to go to school or work or to run errands.
8. People avoid carpools and public transportation they want to be independent.
9. They prefer using their own vehicles.
10. In the United States, more than 1.5 trillion miles are traveled by automobiles each year.

8.2 COMPLEX SENTENCES

A **main clause** has a subject and a predicate and can stand alone as a sentence. Some sentences have a main clause and a subordinate clause.

A **subordinate clause** is a group of words that has a subject and a predicate but does not express a complete thought and cannot stand alone as a sentence. A subordinate clause is always combined with a main clause in a sentence.

A **complex sentence** has one main clause and one or more subordinate clauses.

In each complex sentence that follows, the subordinate clause is in blue type.

EXAMPLE Mariah, **who moved here from Montana**, is very popular.

EXAMPLE **Since Mariah moved to Springfield**, she has made many new friends.

EXAMPLE Everyone says **that Mariah is friendly**.

Subordinate clauses can function in three ways: as adjectives, as adverbs, or as nouns. In the examples, the first sentence has an adjective clause that modifies the noun *Mariah*. The second sentence has an adverb clause that modifies the verb *has made*. The third sentence has a noun clause that is the direct object of the verb *says*. Adjective, adverb, and noun clauses are used in the same ways one-word adjectives, adverbs, and nouns are used.

NOTE A **compound-complex sentence** has two or more main clauses and one or more subordinate clauses.

PRACTICE Identifying Simple and Complex Sentences

Write each sentence. Underline each main clause once and each subordinate clause twice. Write simple or complex to identify the sentence.

1. It can be fun to stay in a big hotel, even though it is often expensive.
2. Hotels that have swimming pools are common.
3. Many hotels also have workout rooms, which are like small gymnasiums.
4. Of course, large hotels have at least one restaurant.
5. You can get room service so you can eat in your room.
6. In some hotels, someone turns your bed down in the evening and leaves candy on your pillow.
7. You don't even have to carry your own luggage.

8. When you check in or out, a hotel employee will carry your bags for you.
9. That person also shows you everything in your room.
10. Give the person a tip because he or she works hard.

8.3 ADJECTIVE CLAUSES

An **adjective clause** is a subordinate clause that modifies a noun or a pronoun in the main clause of a complex sentence.

EXAMPLE The Aqua-Lung, **which divers strap on**, holds oxygen.

EXAMPLE The divers breathe through a tube **that attaches to the tank**.

Each subordinate clause in blue type is an adjective clause that adds information about a noun in the main clause. An adjective clause is usually introduced by a relative pronoun. The relative pronoun *that* may refer to people or things. *Which* refers only to things.

RELATIVE PRONOUNS

that	which	who	whom	whose
------	-------	-----	------	-------

An adjective clause can also begin with *where* or *when*.

EXAMPLE Divers search for reefs **where much sea life exists**.

EXAMPLE Herb remembers the day **when he had his first diving experience**.

A relative pronoun that begins an adjective clause is often the subject of the clause.

EXAMPLE Some divers prefer equipment **that is lightweight**.

EXAMPLE Willa is a new diver **who is taking lessons**.

In the first sentence, *that* is the subject of the adjective clause. In the second sentence, *who* is the subject of the adjective clause.

PRACTICE Identifying Adjective Clauses

Write each adjective clause. Underline the subject of the adjective clause. Then write the word the adjective clause modifies.

- 1.** Scientists who specialize in ancient history continue to discover new information.
- 2.** Ancient Egypt, Greece, and Rome, which thrived at different times, had complex societies.
- 3.** Recently some archaeologists have changed their opinions about the people who built Egypt's pyramids.
- 4.** They may have been ordinary people who lived nearby rather than slaves.
- 5.** The pyramids, which took years to build, were tombs.
- 6.** These structures that stand near the Nile are imposing.
- 7.** Imhotep, who was a great architect, was the designer and builder of the first pyramid.
- 8.** It was a step pyramid, which was built about 4,600 years ago in Memphis, an ancient Egyptian city.
- 9.** The builders used no wheels, which were invented later.
- 10.** Workers dragged the huge stones that were put on sleds.

8.4 ESSENTIAL AND NONESSENTIAL CLAUSES

Read the example sentence. Is the adjective clause in blue type needed to make the meaning of the sentence clear?

EXAMPLE The girl **who is standing beside the coach** is our best swimmer.

The adjective clause in blue type is essential to the meaning of the sentence. The clause tells *which* girl is the best swimmer.

An essential clause is a clause that is necessary to make the meaning of a sentence clear. Don't use commas to set off essential clauses.

Now look at the adjective clause in this sentence.

EXAMPLE Janice, **who is standing beside the coach**, is our best swimmer.

In the example, the adjective clause is set off with commas. The clause is nonessential, or not necessary to identify which swimmer the writer means. The clause simply gives additional information about the noun it modifies.

A nonessential clause is a clause that is not necessary to make the meaning of a sentence clear. Use commas to set off nonessential clauses.

In this book, adjective clauses that begin with *that* are always essential, and adjective clauses that begin with *which* are always nonessential.

EXAMPLE Were you at the meet **that** our team won yesterday?
[essential]

EXAMPLE That meet, **which** began late, ended after dark.
[nonessential]

PRACTICE Identifying and Punctuating Adjective Clauses

Write each sentence. Underline the adjective clause. Add commas where they're needed. Write essential or non-essential to identify each adjective clause.

1. Dinosaurs were huge creatures that lived on Earth millions of years ago and then disappeared.
2. The word *dinosaur* is from Greek words that mean "terrifying lizard."
3. A fearsome dinosaur was *Tyrannosaurus rex* which was a huge meat-eater.
4. Sue Hendrickson who is an amateur fossil hunter found an almost-complete skeleton of a tyrannosaur.
5. Today those bones are displayed at the Field Museum of Natural History which is in Chicago.
6. The dinosaur that many people once called a brontosaurus is now known as an apatosaurus.
7. This dinosaur which had a long neck was a plant eater.
8. Scientists who have studied dinosaurs do not always agree about the reasons for their disappearance.
9. Scientists who visit fossil sites learn about dinosaurs.
10. Some dinosaurs may have traveled in herds that roamed vast areas.

8.5 ADVERB CLAUSES

An **adverb clause** is a subordinate clause that often modifies the verb in the main clause of a complex sentence.

An adverb clause tells *how*, *when*, *where*, *why*, or *under what conditions* the action occurs.

EXAMPLE *After we won the meet*, we shook hands with our opponents.

EXAMPLE We won the meet *because we practiced hard*.

In the first sentence, the adverb clause *After we won the meet* modifies the verb *shook*. The adverb clause tells

when we shook hands. In the second sentence, the adverb clause *because we practiced hard* modifies the verb *won*. The adverb clause tells *why* we won the meet.

An adverb clause is introduced by a subordinating conjunction. A subordinating conjunction signals that a clause is a subordinate clause and cannot stand alone.

SUBORDINATING CONJUNCTIONS			
after	because	though	whenever
although	before	till	where
as	if	unless	whereas
as if	since	until	wherever
as though	than	when	while

Use a comma after an adverb clause that begins a sentence. You usually don't use a comma before an adverb clause that comes at the end of a sentence.

NOTE Adverb clauses can also modify adjectives and adverbs.

PRACTICE Identifying Adverb Clauses

Write each adverb clause. Underline the subordinating conjunction. Then write the verb the adverb clause modifies.

1. Tim sometimes baby-sits for a neighbor's children after he comes home from school.
2. Although he has homework to do, he can earn some money and have fun by taking kids to the park.
3. He does his homework after he returns home.
4. He is usually available to baby-sit whenever Mrs. Anderson calls him.

5. The children like Tim because he plays with them.
6. They stay at the park until Mrs. Anderson comes home.
7. If it rains, they play in the Andersons' apartment.
8. The children feel as though Tim is their older brother.
9. Since Tim has been baby-sitting for them, he and the children have invented several new games.
10. Tim has more money since he has been baby-sitting.

8.6 NOUN CLAUSES

A noun clause is a subordinate clause used as a noun.

Notice how the subject in blue type in the following sentence can be replaced by a clause.

EXAMPLE **A hockey player** wears protective equipment.

EXAMPLE **Whoever plays hockey** wears protective equipment.

The clause in blue type, like the words it replaces, is the subject of the sentence. Because this kind of clause acts as a noun, it's called a noun clause.

You can use a noun clause in the same ways you use a noun—as a subject, a direct object, an indirect object, an object of a preposition, and a predicate noun. In most sentences containing noun clauses, you can replace the noun clause with the word *it*, and the sentence will still make sense.

HOW NOUN CLAUSES ARE USED	
SUBJECT	Whoever plays hockey wears protective equipment.
DIRECT OBJECT	Suzi knows that ice hockey is a rough game.
INDIRECT OBJECT	She tells whoever will listen her opinions.
OBJECT OF A PREPOSITION	Victory goes to whoever makes more goals.
PREDICATE NOUN	This rink is where the teams play.

Here are some words that can introduce noun clauses.

WORDS THAT INTRODUCE NOUN CLAUSES		
how, however	when	who, whom
if	where	whoever, whomever
that	whether	whose
what, whatever	which, whichever	why

EXAMPLE **Whoever you choose** will look fine.

EXAMPLE **What I wonder** is **why she said that**.

EXAMPLE I don't know **who left this package here**.

EXAMPLE Ask the teacher **if this is the right answer**.

EXAMPLE Promise **whoever calls first** a special bonus.

EXAMPLE He worried about **what he had done**.

PRACTICE Identifying Noun Clauses

Write each noun clause. Then write subject, direct object, indirect object, object of a preposition, or predicate noun to tell how the noun clause is used.

1. Whoever signs up can go on the eighth-grade trip to Washington, D.C.
2. Most kids know that Washington is a fascinating city.
3. Washington is where Congress meets.
4. Here the Supreme Court justices listen to whatever case is before them.
5. The tour guide gave whoever wanted one a map of the city's sites.
6. I can tell you which documents are exhibited in the National Archives Building.
7. Do you know whether we are touring the White House?
8. Find out when the National Gallery of Art opens today.
9. We learned about how the British burned the White House.
10. Museums for whatever interests you are located here.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Jackie Joyner-Kersee

¹Many people think that Jackie Joyner-Kersee is the best female athlete in the world. ²In the Olympics, she have won two gold, one silver, and two bronze medals? ³She was the first woman to score more than seven thousand points in the heptathlon which is made up of seven events.

⁴Joyner-Kersee's career began, when she won her first National Junior Pentathlon Championship at the age of sixteen. ⁵She played several sports in high school but she won a basketball scholarship to the University of California at los angeles. ⁶Her coach there, Bob Kersee, encouraged her to compete in various events he eventually married her.

⁷Joyner-Kersee's brother, Al Joyner, was also an Olympian ⁸He was married to Olympic champion Florence Griffith Joyner who was called "Flo-Jo" by fans.

POSTTEST Simple, Compound, and Complex Sentences

Write simple, compound, or complex to identify each sentence.

1. Zebras seem to be small striped horses, but they are quite different from horses.
2. Although some people—including animal handlers—have tried to tame zebras, they are almost impossible to tame.

3. Zebras remain wild, as do many other animals in the world.
4. Stripes help hide zebras from human hunters and other predators.
5. Zebras are found wild in Africa; they don't exist naturally on any other continent.
6. Like horses and some other animals, zebras graze on grasses.
7. Zebras can be vicious; they are tough fighters.
8. Other than human hunters, the zebra's main enemy is the lion, which stalks the zebra on the grassy plains.
9. The small family groups in which zebras live are comprised of stallions, mares, and their foals.
10. Although zebras are beautiful animals, people should avoid approaching them under any circumstance.

POSTTEST Adjective, Adverb, and Noun Clauses

Identify each italicized clause by writing adjective, adverb, or noun.

11. Most people *who like animals* like zoo animals and house pets.
12. *Whichever pet they choose* is likely to become their favorite.
13. People *who have big yards* can choose big dogs.
14. Someone *who lives in a condominium* must obey the rules of the condo's governing association.
15. *Although Samuel Tilden won the popular vote in 1876*, he did not become president.
16. The Alamo, *which is an old mission*, was a battle site during the Mexico-Texas conflict in 1836.
17. Do most people know *who their congressperson is*?

18. In 2000, Sydney, Australia, was *where the Summer Olympics were held*.
19. Misty Hyman is an American swimmer *who won the gold medal in the women's 200-meter butterfly event*.
20. *Before the city will issue dog licenses*, the animals must have had their rabies shots.
21. *Although the candidates debated*, their stances on the issues were still unclear.
22. *Whatever you want* can be found on the Web.
23. The coach and players reviewed *what the team did right to win the game*.
24. Oregon, *which is on the Pacific Coast*, became a state in 1859.
25. Napoleon served as the emperor of France *until he was exiled to Elba in 1814*.

Chapter 9

Verbals

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PRETEST Verbal Phrases

Identify each italicized phrase by writing participial, gerund, or infinitive.

1. *Roaming the outback*, camels are not an uncommon sight in Australia.
2. Many people *thinking about Australia* might picture kangaroos and koala bears.
3. Camels, *introduced in the 1800s*, are now common.
4. Explorers of Australia's desert first brought the camels from India and Pakistan *to provide transportation*.
5. Camels also were used in *mining and cattle farming*.
6. Camel drivers, *called cameleers*, also came.
7. *Coming mostly from Pakistan and Afghanistan*, the cameleers lived together in small groups.
8. Many Australians *living in the 1800s* thought of the cameleers as Afghans.
9. Australians, *making a false assumption*, thought that all cameleers were from Afghanistan.
10. *Carrying heavy loads*, the camels could go days without water.
11. They were perfect for *carrying supplies* into the desert.
12. Long camel trains, *plodding along*, made regular trips.
13. Camels were used to *carry construction supplies*.
14. The *railroad building* took place in the late nineteenth century.

15. *Hauling food and supplies*, camels did heavy work.
16. People began *to travel by train*.
17. Camel trains, *losing their usefulness*, were unnecessary.
18. Australians, *shortening the word Afghan*, gave the name "Ghan towns" to cameleer groups.
19. The railroad "The Ghan" is named *to honor camel trains*.
20. The cameleers released the camels *to live in the wild*.
21. Now, *living in the wild*, Australian camels number about 100,000 to 150,000.
22. Some camels, *owned by individuals*, live on farms.
23. There are special farms *to provide for others*.
24. Some people *talking about camels* say that they are mean.
25. Other people say it is unfair *to give camels a bad name*.

9.1 PARTICIPLES AND PARTICIPIAL PHRASES

CCSS L.8.1a

A present participle is formed by adding *-ing* to a verb. A past participle is usually formed by adding *-d* or *-ed* to a verb. A participle can act as the main verb in a verb phrase or as an adjective to modify a noun or a pronoun.

EXAMPLE Erik is **taking** piano lessons. [present participle used as main verb in a verb phrase]

EXAMPLE His talent has **impressed** his teacher. [past participle used as main verb in a verb phrase]

EXAMPLE His **playing** skill improves daily. [present participle used as adjective modifying *skill*]

EXAMPLE He practices at home on a **rented** piano. [past participle used as adjective modifying *piano*]

A participle that is used as an adjective may be modified by a single adverb or by a prepositional phrase. It may also have a direct object.

EXAMPLE **Sitting quietly**, Erik loses himself in the music.

EXAMPLE **Sitting at the piano**, Erik loses himself in the music.

EXAMPLE **Playing the piano**, Erik loses himself in the music.

A participial phrase is a group of words that includes a participle and other words that complete its meaning.

A participial phrase that begins a sentence is always set off with a comma. Participial phrases in other places in a sentence may or may not need commas. If the phrase is necessary to identify the modified word, it is an essential phrase and should not be set off with commas. If the phrase simply gives additional information about the modified word, it is a nonessential phrase. Use commas to set off nonessential phrases.

EXAMPLE The musician **seated at the piano** is Erik. [essential]

EXAMPLE Erik, **dreaming of fame**, sits at the piano. [nonessential]

EXAMPLE **Dreaming of fame**, Erik sits at the piano. [nonessential]

An essential participial phrase must follow the noun it modifies. A nonessential participial phrase can appear before or after the word it modifies. Place the phrase as close as possible to the modified word to make the meaning of the sentence clear.

PRACTICE Identifying Participles

Write each participle. Then write main verb or adjective to tell how the participle is used.

1. Outdoor concerts are becoming very popular.
2. Audiences sitting outside can be a bit noisy.
3. Some people are enjoying picnic lunches.
4. Many have been coming to these concerts for many years.
5. Some places even provide rented chairs and tables for the audiences.
6. These outdoor concerts are often profitable for sponsoring organizations.
7. However, performers sometimes are distracted by rain, thunder, trains, and planes.

8. Often the parking lots are packed with cars.
9. At times, cars leaving the lots have been delayed for almost an hour because of the volume of traffic.
10. Many people are now taking public transportation.

PRACTICE Identifying Participial Phrases

Write each sentence. Underline the participial phrase once. Draw two lines under the word the participial phrase modifies. Add commas where they're needed.

1. Obviously enjoying themselves many adults participate in unusual contests every summer.
2. Giving up all attempts at seriousness they look forward to summertime fun.
3. A race pushing beds down a road is a most unusual competition.
4. There is a contest challenging competitors to spit watermelon seeds as far as they can.
5. Jan, joining in the annual Mackinac Island contest, skips stones every July fourth.
6. Digging fence postholes some people in Oklahoma compete in the World Championship Posthole Contest.
7. A competitive event skinning muskrats is held in Maryland.
8. There is even a contest for adults riding tricycles.
9. People participating in the contest use borrowed trikes.
10. Lining the streets the audience cheers the cyclists on.

9.2 GERUNDS AND GERUND PHRASES

CCSS L.8.1a

When a verb form ending in *-ing* is used as a noun, it's called a gerund.

EXAMPLE The **skating** rink is near my house. **[adjective]**

EXAMPLE **Skating** is a favorite winter pastime in my neighborhood. **[noun, gerund]**

A gerund is a verb form that ends in *-ing* and is used as a noun.

Like other nouns, a gerund may be used as a subject, a predicate noun, a direct object, or the object of a preposition.

EXAMPLE **Exercising** builds strength and endurance. [subject]

EXAMPLE My favorite activity is **exercising**. [predicate noun]

EXAMPLE Some people enjoy **exercising**. [direct object]

EXAMPLE What are the benefits of **exercising**? [object of a preposition]

A gerund may be modified by a single adverb or by a prepositional phrase. It may also have a direct object.

EXAMPLE **Exercising daily** is a good habit.

EXAMPLE Many people enjoy **exercising on a bike**.

EXAMPLE Tell me something about **exercising the body**.

A gerund phrase is a group of words that includes a gerund and other words that complete its meaning.

You can identify the three uses of *-ing* verb forms if you remember that a present participle can serve as part of a verb phrase, as an adjective, and as a noun.

EXAMPLE The young people are **bicycling** in the country. [main verb]

EXAMPLE The **bicycling** club travels long distances. [adjective]

EXAMPLE **Bicycling** is good exercise. [noun, gerund]

PRACTICE Identifying Gerunds and Participles

Write main verb, adjective, or gerund to identify each underlined word.

1. Many people enjoy running.
2. People are running in parks and streets every day.
3. Many enter running races.
4. Exercising this way can be good for your health.

5. Jogging may be a better word for what most runners do.
6. A jogging pace is somewhat slower than a running pace.
7. Most joggers enjoy running all year long.
8. They must be careful about dressing properly for the weather, especially in very hot or very cold weather.
9. Some carry water for a refreshing drink as they run.
10. A runner may be carrying a tiny radio too.

PRACTICE Identifying Gerund Phrases

Write each gerund phrase. Then write subject, predicate noun, direct object, or object of a preposition to tell how it's used.

1. Attending school for the first time can be frightening.
2. Many parents like taking their children to school.
3. Walking to school with a parent can be fun.
4. A child's biggest fear may be riding the school bus.
5. The bus drivers are often good at caring for children.
6. One of their skills is driving while maintaining order.
7. Children look forward to meeting their teachers.
8. Most teachers like seeing the children's parents.
9. The new kindergartners will start getting acquainted with each other.
10. Learning to read and making new friends are part of the school experience.

9.3 INFINITIVES AND INFINITIVE PHRASES

CCSS L.8.1a

Another verb form that may be used as a noun is an infinitive.

EXAMPLE **To write** is Alice's ambition.

EXAMPLE Alice wants **to write**.

An infinitive is formed with the word *to* and the base form of a verb. Infinitives are often used as nouns in sentences.

How can you tell if the word *to* is a preposition or part of an infinitive? If the word *to* comes immediately before a verb, it's part of an infinitive.

EXAMPLE Alice liked **to write**. [infinitive]

EXAMPLE She sent a story **to a magazine**. [prepositional phrase]

In the first sentence, the words in blue type work together as a noun to name *what* Alice liked. In the second sentence, the words in blue type are a prepositional phrase used as an adverb to tell *where* she sent a story.

Because infinitives are used as nouns, they can be subjects, predicate nouns, and direct objects.

EXAMPLE **To write** was Alice's ambition. [subject]

EXAMPLE Alice's ambition was **to write**. [predicate noun]

EXAMPLE Alice liked **to write**. [direct object]

An infinitive may be modified by a single adverb or by a prepositional phrase. It may also have a direct object.

EXAMPLE **To write well** was Alice's ambition.

EXAMPLE Alice's ambition was **to write for fame and money**.

EXAMPLE Alice wanted **to write a great novel**.

An infinitive phrase is a group of words that includes an infinitive and other words that complete its meaning.

PRACTICE Identifying Infinitives and Prepositional Phrases

Write infinitive phrase or prepositional phrase to identify each underlined group of words.

1. Tina stopped after school to buy some milk.
2. Venus is the planet closest to Earth.
3. Are you planning to ride your bike after school today?
4. David plans to give a donation to that charity.
5. The Assad family came to the United States in 1999.

6. The Pilgrims agreed to form a government.
7. Matthew wanted to sign up for soccer camp.
8. The tourists went to Mount Rushmore.
9. A jaguar is able to run seventy miles per hour.
10. Take the elevator to the fourth floor.

PRACTICE Identifying Infinitive Phrases

Write each infinitive phrase. Then write subject, predicate noun, or direct object to tell how it's used.

1. Patrick wanted to play trumpet in the school band.
2. To carry out a search on the Internet often requires patience and time.
3. Our plan was to leave by noon.
4. The flat tire needed to be repaired.
5. Leon wanted to share his ideas with someone.
6. To find a four-leaf clover is considered good luck.
7. Lenny offered to type the report on his computer.
8. To change his opinion might be difficult.
9. Kara's assignment is to compile the survey results.
10. Olivia's dream was to act in a Broadway play.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Oprah Winfrey

¹Hired as a news reader in Tennessee Oprah winfrey began her television career at the age of eighteen. ²Winfrey having graduated from Tennessee State University later took a newscaster job in Baltimore. ³She then became the host for a baltimore morning talk show. ⁴Highlighting her engaging personality this program showed

Winfrey's potential. ⁵She was soon hosting a talk show in Chicago
⁶Renamed *The Oprah Winfrey Show* the program drew large audiences.
⁷The show produced in Chicago has been very successful and has earned Winfrey many awards.

⁸Winfrey decided to start a book club. ⁹Featuring books on her show Winfrey encouraged people to read, and the book club has had a major impact on book sales.

¹⁰In addition, Winfrey has become a motion picture and TV actor and producer. ¹¹She has also participated in many philanthropic activities.

POSTTEST Verbal Phrases

Identify each italicized phrase by writing participial, gerund, or infinitive.

1. *Creating the unusual*, Michael Westmore's work is memorable.
2. He is responsible for *making the weird faces* for Star Trek actors.
3. He uses makeup, foam rubber, and paint *to transform ordinary actors into monsters*.
4. *Coming from a family of makeup artists* helped Westmore learn his trade from an early age.
5. *Heading the makeup departments of major studios for three generations*, the Westmore family has abundant talent.
6. Michael began *to work in the family business* when he worked with an uncle who created faces for characters in *Planet of the Apes*.
7. Did he ever make a mistake like *gluing an actress's eyes closed*?
8. Now there are hundreds of people *creating looks for television and movie actors*.
9. The Westmore family provides advice to plastic surgeons *to aid burn victims*.

10. Disguise tricks *developed by Michael* help the government too.
11. His work includes *providing makeup for Sylvester Stallone in Rocky*.
12. Michael received an Oscar for *doing makeup for the movie Mask*.
13. He then began *to head another makeup department*.
14. This time he was *to manage the makeup department for the TV show Star Trek: The Next Generation*.
15. Westmore, *creating the look for actors on Deep Space Nine and Voyager*, is one of TV's favorite makeup artists.
16. In *Star Trek*, the look of all characters *being seen for the first time* will have Westmore's touch.
17. He is likely *to keep pictures of turtles and dust mites*.
18. They might be used *to inspire details for an alien's features*.
19. He might also keep boxes *holding such things as Vulcan ears, Klingon heads, and Borg pieces*.
20. A cap *embedded with electronic components* is a useful device.
21. *Dangling by a rope*, the head of a Borg is a fearsome creature.
22. For fun, Michael likes *to play pinball machines*.
23. Machines *displaying his Oscar and nine Emmys* are in his house.
24. *Building a waterfall on the grounds of the home* was Michael's latest project.
25. Michael Westmore is tops at *making wonderful illusions*.

Subject-Verb Agreement

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PRETEST Subject-Verb Agreement

Write the correct verb from the choices in parentheses.

1. Many of Saki's short stories (ends, end) in a surprising way.
2. Neither of the athletes (practices, practice) after dinner.
3. The Mississippi River (flows, flow) into the Gulf of Mexico.
4. Each of the new quarters (has, have) its own design on the back.
5. Both Caitlyn and Corinne (takes, take) ballet.
6. The scissors (is, are) on the table over there.
7. In the desert (lives, live) many unusual creatures.
8. The committee (elects, elect) its new officers at tonight's meeting.
9. Everyone (presents, present) a science project.
10. *Walk Two Moons* (was, were) awarded the Newbery Medal for outstanding children's literature in 1995.
11. Mark (catches, catch) the bus at eight o'clock.
12. You (studies, study) plants and animals in biology.

13. On top of the tower (flashes, flash) the red beacon.
14. Exercise and sleep (is, are) two ingredients for healthful living.
15. Mathematics (includes, include) geometry and algebra.
16. Residents of Montreal (speaks, speak) either French or English.
17. Neither rain nor snow flurries (was, were) predicted.
18. The rainbow (stretches, stretch) across the sky.
19. The tracks of mud (leads, lead) into Ty's room.
20. Nothing (disappears, disappear) faster than lemonade on a hot summer afternoon.
21. There (is, are) no classes this afternoon because of parent-teacher conferences.
22. The Sanchez family (lives, live) on the corner of Western Avenue and Peterson Drive.
23. Beans (is, are) a good source of dietary fiber.
24. Most of the story (takes, take) place on a small farm.
25. (Has, Have) you seen Cerise's jacket?

10.1 MAKING SUBJECTS AND VERBS AGREE

The basic idea of subject-verb agreement is a simple one: A singular subject requires a singular verb, and a plural subject requires a plural verb. The subject and its verb are said to *agree in number*.

Notice that in the present tense the singular form of the verb usually ends in *-s* or *-es*.

SUBJECT-VERB AGREEMENT WITH NOUNS AS SUBJECTS

SINGULAR

A **botanist studies** plant life.

A **plant requires** care.

PLURAL

Botanists study plant life.

Plants require care.

A verb must also agree with a subject that is a pronoun. Look at the chart that follows. Notice how the verb changes. In the present tense, the *-s* ending is used with the subject pronouns *he*, *she*, and *it*.

SUBJECT-VERB AGREEMENT WITH PRONOUNS AS SUBJECTS

SINGULAR	PLURAL
I work .	We work .
You work .	You work .
He, she, or it works .	They work .

The irregular verbs *be*, *have*, and *do* can be main verbs or helping verbs. These verbs must agree with the subject whether they're main verbs or helping verbs.

EXAMPLES I **am** a botanist. He **is** a botanist. They **are** botanists.

[main verbs]

EXAMPLES She **is** working. You **are** studying. [helping verbs]

EXAMPLES I **have** a job. She **has** a career. [main verbs]

EXAMPLES He **has** planted a tree. They **have** planted trees. [helping verbs]

EXAMPLES He **does** well. They **do** the job. [main verbs]

EXAMPLES It **does** sound good. We **do** work hard. [helping verbs]

PRACTICE Making Subjects and Verbs Agree I

Write the subject. Then write the correct verb from the choices in parentheses.

1. The Galapagos Islands (is, are) in the Pacific Ocean.
2. Iguanas (lives, live) either in the sea or on land.
3. The Milky Way (is, are) a spiral galaxy.

4. It (has, have) billions of stars including our sun.
5. Kristen (enjoys, enjoy) nursery rhymes.
6. Her parents (reads, read) them to her every night.
7. Roberto (takes, take) tae kwon do classes.
8. The instructors (teaches, teach) the importance of discipline.
9. The catalog (pictures, picture) a variety of goods.
10. They (sells, sell) name brands at a discount.

10.2 PROBLEMS IN LOCATING THE SUBJECT

Making a verb agree with its subject is easy when the verb directly follows the subject. Sometimes, however, a prepositional phrase comes between the subject and the verb.

EXAMPLE This **book** of Mark Twain's stories **appeals** to people of all ages.

EXAMPLE **Stories** by Washington Irving **are** also popular.

In the first sentence, *of Mark Twain's stories* is a prepositional phrase. The singular verb *appeals* agrees with the singular subject, *book*, not with the plural noun *stories*, which is the object of the preposition *of*. In the second sentence, *by Washington Irving* is a prepositional phrase. The plural verb *are* agrees with the plural subject, *Stories*, not with the singular noun *Washington Irving*, which is the object of the preposition *by*.

An inverted sentence is a sentence in which the subject follows the verb.

Inverted sentences often begin with a prepositional phrase. Don't mistake the object of the preposition for the subject of the sentence.

EXAMPLE Across the ocean **sail millions** of immigrants.

In inverted sentences beginning with *Here* or *There*, look for the subject after the verb. *Here* or *there* is never the subject of a sentence.

EXAMPLE Here **is** a **picture** of my grandparents.

EXAMPLE There **are** many **immigrants** among my ancestors.

By rearranging the sentence so the subject comes first, you can see the agreement between the subject and the verb.

EXAMPLE **Millions** of immigrants **sail** across the ocean.

EXAMPLE A **picture** of my grandparents **is** here.

EXAMPLE Many **immigrants are** there among my ancestors.

In some interrogative sentences, a helping verb comes before the subject. Look for the subject between the helping verb and the main verb.

EXAMPLE **Do** these **stories interest** you?

You can check the subject-verb agreement by making the sentence declarative.

EXAMPLE These **stories do interest** you.

PRACTICE Making Subjects and Verbs Agree II

Write the subject. Then write the correct verb from the choices in parentheses.

1. Standing on the cliff (was, were) mountain goats.
2. There (is, are) a tomato in the refrigerator.
3. (Is, Are) their permission slips signed?
4. The workers at the construction site (wears, wear) hard hats.
5. (Has, Have) you seen today's newspaper yet?
6. Here (is, are) the best recipe for pasta sauce.
7. The number of award shows on television (increases, increase) every year.
8. (Does, Do) bees sting only when threatened?

- 9. The fans in that section (holds, hold) tickets to all the home games.
- 10. In the field (grow, grows) many kinds of wildflowers.

10.3 COLLECTIVE NOUNS AND OTHER SPECIAL SUBJECTS

A **collective noun** names a group.

Collective nouns follow special agreement rules. A collective noun has a singular meaning when it names a group that acts as a unit. A collective noun has a plural meaning when it refers to the members of the group acting as individuals. The meaning helps you decide whether to use the singular or plural form of the verb.

EXAMPLE The **audience sits** in silence. [a unit, singular]

EXAMPLE The **audience sit** on chairs and pillows. [individuals, plural]

Certain nouns, such as *news* and *mathematics*, end in *s* but require singular verbs. Other nouns that end in *s* and name one thing, such as *scissors* and *binoculars*, require plural verbs.

EXAMPLE **News is** important to everyone. [singular]

EXAMPLE The **scissors are** in the top drawer. [plural]

SPECIAL NOUNS THAT END IN S

SINGULAR		PLURAL	
civics	physics	binoculars	scissors
Los Angeles	United Nations	jeans	sunglasses
mathematics	United States	pants	trousers
news		pliers	tweezers

A subject that refers to an amount as a single unit is singular. A subject that refers to a number of individual units is plural.

EXAMPLE **Ten years seems** a long time. [single unit]

EXAMPLE **Ten years pass** quickly. [individual units]

EXAMPLE **Three dollars is** the admission price. [single unit]

EXAMPLE **Three dollars are** on the table. [individual units]

The title of a book or a work of art is always singular, even if a noun in the title is plural.

EXAMPLE ***Snow White and the Seven Dwarfs is*** a good Disney movie.

EXAMPLE ***The Last of the Mohicans was*** written by James Fenimore Cooper.

PRACTICE Making Subjects and Verbs Agree III

Write the subject. Then write the correct verb from the choices in parentheses.

- 1.** *Cats* (was, were) the longest-running show on Broadway.
- 2.** The team (plays, play) home games on this field.
- 3.** (Does, Do) your sunglasses have prescription lenses?
- 4.** The United States (belongs, belong) to the North Atlantic Treaty Organization, NATO.
- 5.** The plan commission (meets, meet) every month.
- 6.** Six years (is, are) the length of a senator's term.
- 7.** Physics (explores, explore) the interaction of matter and energy.
- 8.** *Island of the Blue Dolphins* (tells, tell) the story of Karana, who spends years on an island by herself.
- 9.** The binoculars (enables, enable) me to watch the birds from a distance.
- 10.** Seven dollars (was, were) scattered under the desk.

10.4 INDEFINITE PRONOUNS AS SUBJECTS

An **indefinite pronoun** is a pronoun that does not refer to a particular person, place, or thing.

Some indefinite pronouns are singular. Others are plural. When an indefinite pronoun is used as a subject, the verb must agree in number with the pronoun.

SOME INDEFINITE PRONOUNS

	SINGULAR		PLURAL
another	everybody	no one	both
anybody	everyone	nothing	few
anyone	everything	one	many
anything	much	somebody	others
each	neither	someone	several
either	nobody	something	

The indefinite pronouns *all*, *any*, *most*, *none*, and *some* may be singular or plural, depending on the phrase that follows.

EXAMPLE **Most** of the forest **lies** to the east. [singular]

EXAMPLE **Most** of these scientists **study** forest growth. [plural]

Often a prepositional phrase follows an indefinite pronoun that can be either singular or plural. To decide whether the pronoun is singular or plural, look at the object of the preposition. In the first sentence, *most* refers to *forest*. Because *forest* is singular, *most* must be considered as a single unit. In the second sentence, *most* refers to *scientists*. Because *scientists* is plural, *most* should be considered as individual units.

PRACTICE Making Subjects and Verbs Agree IV

Write the subject. Then write the correct verb from the choices in parentheses.

1. No one (lives, live) there any longer.
2. Everything (belong, belongs) in that cabinet.
3. (Does, Do) anyone need a pencil?
4. Both (earns, earn) money by baby-sitting for their neighbors.
5. Some of the paint (was, were) easy to remove.
6. Much of the story (captures, capture) the imagination.
7. Most fables (has, have) morals.
8. Everyone in the race (runs, run) through the forest preserve and the city's business district.
9. Nothing (was, were) learned from the investigation.
10. None of the issues (was, were) resolved.

10.5 AGREEMENT WITH COMPOUND SUBJECTS

A **compound subject** contains two or more simple subjects that have the same verb.

Compound subjects may require a singular or a plural verb, depending on how the subjects are joined. When two or more subjects are joined by *and* or by the correlative conjunction *both . . . and*, the plural form of the verb should be used.

EXAMPLE New York, Denver, **and** London **have** smog.

EXAMPLE **Both** automobiles **and** factories **contribute** to smog.

Sometimes *and* is used to join two words that are part of one unit or refer to a single person or thing. In these cases, the subject is singular. In the following example, *captain* and *leader* refer to the same person. Therefore, the singular form of the verb is used.

EXAMPLE The captain **and** leader of the team **is** Ms. Cho.

When two or more subjects are joined by *or* or by the correlative conjunction *either . . . or* or *neither . . . nor*, the verb agrees with the subject that is closer to it.

EXAMPLE The cities **or** the state **responds** to pollution complaints.

EXAMPLE **Either** smoke **or** gases **cause** the smog.

In the first sentence, *responds* is singular because the closer subject, *state*, is singular. In the second sentence, *gases* is the closer subject. The verb is plural because the closer subject is plural.

PRACTICE Making Subjects and Verbs Agree V

Write the complete subject. Then write the correct verb from the choices in parentheses.

1. The senator or he (addresses, address) the crowd today.
2. Tarquin and Dave (has, have) a hockey game today after school.
3. The director and star of *Braveheart* (was, were) Mel Gibson.
4. Helmets and kneepads (protects, protect) scooter riders from injuries.
5. (Is, Are) Birmingham or Montgomery the largest city in Alabama?
6. Both the Golden Globe Awards and the Academy Awards (honor, honors) motion pictures.
7. Neither Paul nor Brandon (remember, remembers) where they left the camera.
8. *Charlotte's Web* and *The Outsiders* (is, are) among the best-selling children's books.
9. Either Caroline or Sheri (sets, set) the table for dinner every night.
10. Neither the students nor their teacher (leaves, leave) the lab before cleaning the equipment.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Lenny Krayzelburg

¹The Krayzelburg family immigrate to the United States in 1989.

²Thirteen-year-old Lenny and his parents comes from Ukraine. ³They settles in California.

⁴Eleven years later, Lenny swim the 100-meter and 200-meter back-stroke events in the Olympics. ⁵Everyone expect him to win the 100-meter event, and he does. ⁶He says, "You measures yourself in this sport by whether you have won an Olympic gold medal."

⁷The 100-meter and the 200-meter backstroke events and a leg in the medley relay are won by him in olympic record-setting time. ⁸On the gold-medal pedestal stand Lenny Krayzelburg. ⁹The United States celebrate this grate champion.

POSTTEST Subject-Verb Agreement

Write the correct verb from the choices in parentheses.

1. Outside the stadium gates (waits, wait) fans hoping to see the players.
2. Neither the players nor the coach (appears, appear) however.
3. (Is, Are) your friend planning to attend the concert?
4. Alexia (visits, visit) her grandparents every summer.
5. His parents or Steve (answers, answer) the doctor's questions.
6. Everything (looks, look) large to a small child.
7. The pants (needs, need) pressing.
8. I (watch, watches) that program every week.
9. There (is, are) several ways to use that Internet site.

- 10.** The clothes in the basket (belongs, belong) in the closet.
- 11.** The United Nations (has, have) headquarters in New York City.
- 12.** The Spanish class (listens, listen) to audiotapes.
- 13.** The conductors on the train (collects, collect) the tickets.
- 14.** Coyotes (is, are) moving into suburban areas.
- 15.** My friends and I (meets, meet) at the library.
- 16.** Representatives (serves, serve) two-year terms.
- 17.** Three hours (seems, seem) like a long time for a movie.
- 18.** Both Jay and James (collects, collect) comic books and records.
- 19.** The band (plays, play) before the game.
- 20.** The space shuttle (delivers, deliver) supplies to the space station.
- 21.** None of these CDs (is, are) mine.
- 22.** The Senate (approves, approve) the trade bill for China.
- 23.** Megan Quann and Misty Hyman (was, were) gold medal winners in the Olympic swimming competition.
- 24.** Some of the President's speech (is, are) quoted in today's newspaper.
- 25.** At the museum (hangs, hang) two paintings by Monet.

Diagramming Sentences

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PRETEST Diagramming Sentences

Diagram each sentence.

1. Bells rang.
2. Autumn is approaching.
3. Can penguins fly?
4. Yell!
5. Write a story.
6. Shrimp gives me a stomachache.
7. Fog concealed the mountaintop.
8. The new Japanese train travels so speedily.
9. We walked slowly through the garden of the old mansion.

10. A common adult housefly can live from nineteen to seventy days.
11. Last winter seemed warmer than usual.
12. After his illness, William became a better student.
13. Film and television became popular in the twentieth century.
14. Broadway musicals employ singers and dancers.
15. Many Germans settled in Wisconsin, and many Irish settled in New York.
16. The sun came out, but no rainbow appeared.
17. Jewels that are precious include diamonds and rubies.
18. When spring comes, farmers in New England collect maple syrup.
19. How he survived the accident is a mystery.
20. The teacher showed us how magnets work.
21. The firefighters were prepared for whatever happened.
22. Iced tea brewed in the Sun tastes delicious.
23. The candidate, waving cheerfully, spoke to the crowd.
24. Driving from Boston to New York takes about four hours.
25. To end the Great Depression was one of Roosevelt's goals.

11.1 DIAGRAMMING SIMPLE SUBJECTS AND SIMPLE PREDICATES

The basic parts of a sentence are the subject and the predicate. To diagram a sentence, first draw a horizontal line.

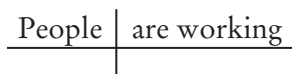
Then draw a vertical line that crosses the horizontal line.

To the left of the vertical line, write the simple subject.

To the right of the vertical line, write the simple predicate.

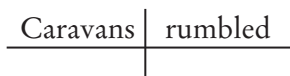
Use capital letters as they appear in the sentence, but don't include punctuation.

EXAMPLE People are working.

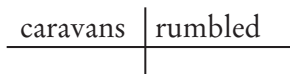


In a diagram, the positions of the subject and the predicate always remain the same.

EXAMPLE Caravans rumbled across the prairie.



EXAMPLE Across the prairie rumbled caravans.



PRACTICE Diagraming Simple Subjects and Simple Predicates

Diagram the simple subject and the simple predicate.

1. Firecrackers exploded.
2. Honeysuckle smells sweet.
3. Into the sky flew the helicopter.
4. After World War I came a short time of peace.
5. Suddenly a rock crashed through the window.
6. We had been waiting for the bus for twenty minutes.
7. Authors often sign their books for readers.
8. The waves will grow larger during the hurricane.
9. Down the aisle walked the bride.
10. Our new minivan seems quite roomy.

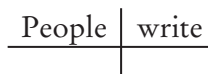
11.2 DIAGRAMING THE FOUR KINDS OF SENTENCES

Study the diagrams of the simple subject and the simple predicate for the four kinds of sentences. Recall that in an interrogative sentence the subject often comes between the two parts of a verb phrase. In an imperative sentence, the simple subject is the understood *you*.

Notice that the positions of the simple subject and the simple predicate in a sentence diagram are always the same, regardless of the word order in the original sentence.

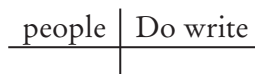
DECLARATIVE

EXAMPLE **People write** letters.



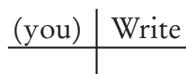
INTERROGATIVE

EXAMPLE **Do** many **people write** letters?



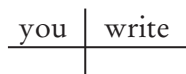
IMPERATIVE

EXAMPLE **Write** a letter.



EXCLAMATORY

EXAMPLE What interesting letters **you write!**



PRACTICE Diagraming the Four Kinds of Sentences

Diagram the simple subject and the simple predicate.

1. Have you forgotten anything?
2. Hold the tennis racket correctly.
3. Do many people get their news from the Internet?
4. What an original writer J. K. Rowling is!
5. Video games became popular in the 1980s.
6. Look at the mother elephant and her baby.
7. Did Betsy Ross really make the first American flag?
8. Land along the ocean is quite valuable.
9. Volunteer in your community.
10. How difficult the math test was!

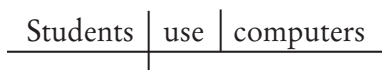
11.3 DIAGRAMMING DIRECT AND INDIRECT OBJECTS

A direct object is part of the predicate. In a sentence diagram, write the direct object to the right of the verb. Draw a vertical line to separate the verb from the direct object. This vertical line, however, does *not* cross the horizontal line.

EXAMPLE People invent **machines**.

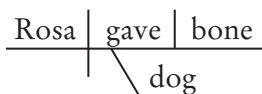


EXAMPLE Students use **computers**.



An indirect object is also part of the predicate. It usually tells to whom or for whom the action of a verb is done. An indirect object always comes before a direct object in a sentence. In a sentence diagram, write an indirect object on a horizontal line below and to the right of the verb. Join it to the verb with a slanted line.

EXAMPLE Rosa gave the **dog** a bone.



PRACTICE Diagramming Direct and Indirect Objects

Diagram the simple subject, the simple predicate, and the direct object. Diagram the indirect object if the sentence has one.

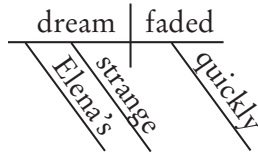
1. Pandas eat bamboo.
2. The college offered Jon a baseball scholarship.
3. Jane Addams helped many people at Hull House.
4. Mosquitoes can spread malaria.
5. The Inca gave the world some unique clothing styles.

6. George Lucas created several *Star Wars* movies.
7. The pilot told the passengers the arrival time.
8. Cheryl bought the old quilt online.
9. The company recalled the dangerous toys.
10. The haunted house gave us a few scares.

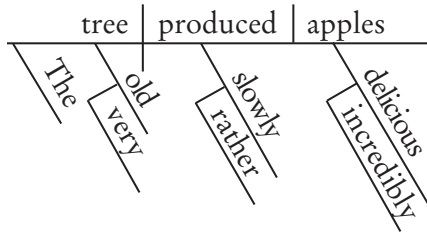
11.4 DIAGRAMMING ADJECTIVES, ADVERBS, AND PREPOSITIONAL PHRASES

In a diagram, write adjectives and adverbs on slanted lines beneath the words they modify.

EXAMPLE Elena's strange dream faded quickly.

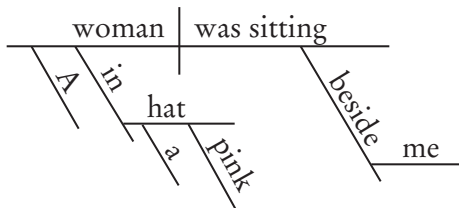


EXAMPLE The very old tree produced incredibly delicious apples rather slowly.



A prepositional phrase can be either an adjective phrase or an adverb phrase. Study the diagram for prepositional phrases.

EXAMPLE A woman in a pink hat was sitting beside me.



PRACTICE Diagramming Adjectives, Adverbs, and Prepositional Phrases

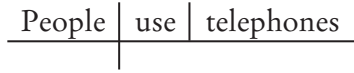
Diagram each sentence.

- 1.** The lovely piece of colorful glass was bought cheaply in Italy.
- 2.** The palm trees on the sandy Hawaiian beach blew gently.
- 3.** Tyrannosaurs had extremely short front legs.
- 4.** We could almost see our neighborhood in the suburbs from the top of the tall building in the city.
- 5.** A single stroke of lightning discharges millions of volts of electricity.
- 6.** Auguste Rodin created intensely realistic bronze statues of the human figure.
- 7.** Many scientists are studying the intelligence of apes.
- 8.** Kangaroos have few native Australian enemies.
- 9.** Boston had slightly more snowfall than New York City.
- 10.** Ben created a brand new magazine for computer buffs.

11.5 DIAGRAMMING PREDICATE NOUNS AND PREDICATE ADJECTIVES

In a sentence diagram, a direct object follows the verb.

EXAMPLE People use telephones.



To diagram a sentence with a predicate noun, write the predicate noun to the right of the linking verb. Draw a slanted line to separate the verb from the predicate noun.

EXAMPLE Telephones are useful instruments.

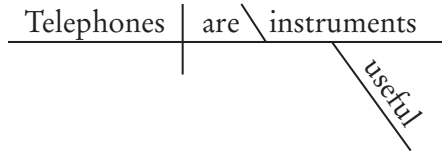
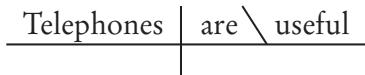


Diagram a predicate adjective in the same way.

EXAMPLE Telephones are useful.



PRACTICE Diagramming Predicate Nouns and Predicate Adjectives

Diagram each sentence.

1. K2 is the world's second highest mountain.
2. The school band sounds loud in the football stadium.
3. The Morris dance is an old custom in England.
4. The wild gooseberries tasted sour.
5. The Internet was useful for my research paper.
6. Kerri Strug was an Olympic gymnast in 1996.
7. The delicate bluebell is a very pretty wildflower.

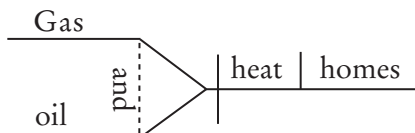
8. The forest looked mysterious in the fog.
9. My birthday present might be a scooter.
10. One of Edison's inventions was the phonograph.

11.6 DIAGRAMMING COMPOUND SENTENCE PARTS

Coordinating conjunctions such as *and*, *but*, and *or* are used to join compound parts: words, phrases, or sentences. To diagram compound parts of a sentence, write the second part of the compound below the first. Write the coordinating conjunction on a dotted line connecting the two parts.

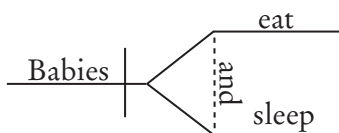
COMPOUND SUBJECT

EXAMPLE Gas and oil heat homes.



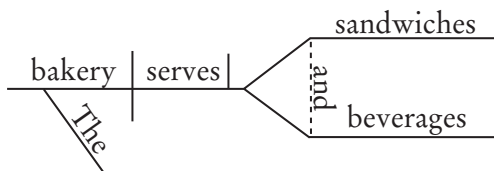
COMPOUND PREDICATE

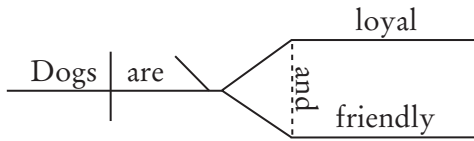
EXAMPLE Babies eat and sleep.



COMPOUND DIRECT OBJECT

EXAMPLE The bakery serves sandwiches and beverages.



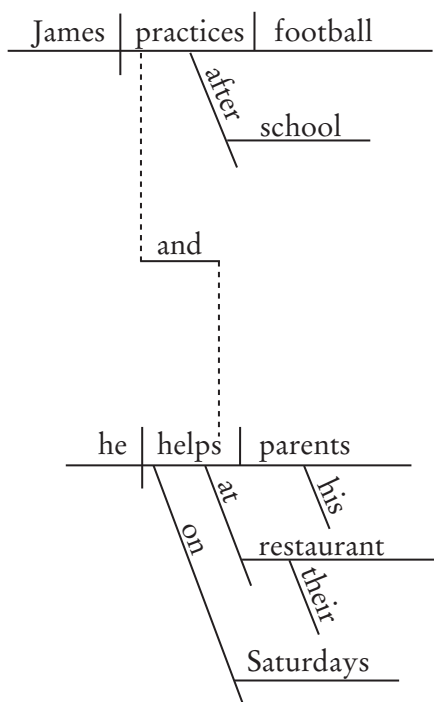
COMPOUND PREDICATE NOUN OR PREDICATE ADJECTIVE**EXAMPLE** Dogs are **loyal and friendly**.**PRACTICE Diagraming Compound Sentence Parts***Diagram each sentence.*

1. We saw paintings and sculptures at the museum.
2. Books and magazines cluttered the professor's office.
3. Chicken or beef can be used for enchiladas.
4. Chinese immigrants built railroad tracks and tunnels.
5. This dog is cute but mischievous.
6. Arizona and New Mexico were home to the Anasazi.
7. Michael Jordan played basketball and baseball.
8. The tourists strolled or relaxed.
9. Plymouth and Jamestown were early colonies.
10. Audiences laughed and applauded.

11.7 DIAGRAMING COMPOUND SENTENCES

To diagram a compound sentence, diagram each main clause separately. If the main clauses are connected by a semicolon, use a vertical dotted line to connect the verbs of the clauses. If the main clauses are connected by a conjunction such as *and*, *but*, or *or*, write the conjunction on a solid horizontal line and connect it to the verb in each clause with a dotted line.

EXAMPLE James practices football after school, **and** on Saturdays he helps his parents at their restaurant.



PRACTICE Diagramming Compound Sentences

Diagram each sentence.

1. Robins may live in cities, but owls nest in rural areas.
2. The Sopwith Camel was flown during World War I, and the Tomcat fighter was developed in the 1970s.
3. The students may travel to Washington, D.C., in the fall, or they may go to the state capital in the spring.
4. Comets orbit the Sun, and meteors fall through Earth's atmosphere.
5. Charlotte Brontë wrote *Jane Eyre*; her sister wrote *Wuthering Heights*.
6. Julia bought a dress for the party, but she returned it.
7. The boys took a Frisbee to the baseball diamond, and they invented a new game.

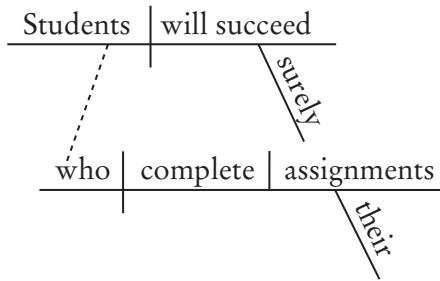
8. Algebra is studied around the world; it is useful in every-day life.
9. The chorus will sing, or a special guest will speak.
10. Cork comes from a tree; it is made from the bark.

11.8 DIAGRAMING COMPLEX SENTENCES WITH ADJECTIVE AND ADVERB CLAUSES

To diagram a sentence with an adjective clause, write the adjective clause below the main clause. Draw a dotted line between the relative pronoun in the adjective clause and the word the adjective clause modifies in the main clause. Position the relative pronoun according to its use in its own clause. In the first example, *who* is the subject of the verb *complete*. In the second example, *that* is the direct object of the verb *watched*.

ADJECTIVE CLAUSE

EXAMPLE Students **who complete their assignments** will surely succeed.



EXAMPLE The movie **that we watched** was very funny.

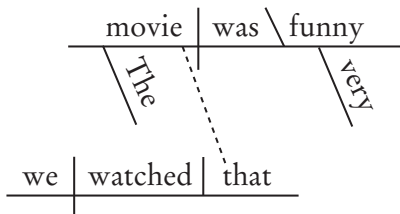
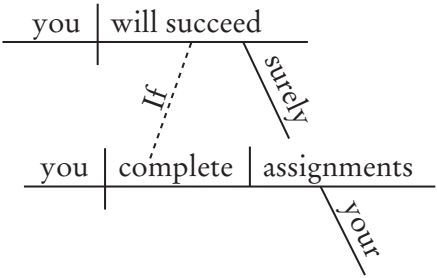


Diagram an adverb clause below the main clause. Draw a dotted line between the verb in the adverb clause and the word the adverb clause modifies in the main clause. Then write the subordinating conjunction on the dotted connecting line.

ADVERB CLAUSE

EXAMPLE If you complete your assignments, you will surely succeed.



PRACTICE Diagraming Complex Sentences with Adjective and Adverb Clauses

Diagram each sentence.

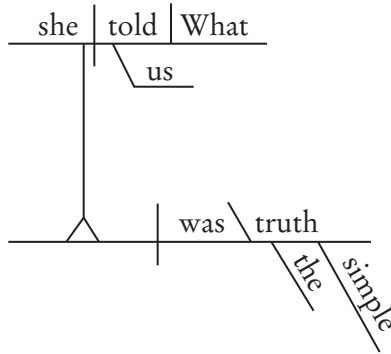
1. People buy small cars when gasoline prices go up.
2. John Keats, who died at the age of twenty-five, was one of England's most popular poets.
3. Art deco was a style that was popular in the 1920s.
4. You can find that information if you research online.
5. The country that produces the most coffee beans is Brazil.
6. Crops often fail when a drought occurs.
7. This is the popcorn that you cook in the microwave.
8. The girl who lost her dog put an ad in the paper.
9. Before you make that dessert, check a cookbook.
10. I planted roses because I like their scent.

11.9 DIAGRAMMING NOUN CLAUSES

Noun clauses can be used in sentences as subjects, direct objects, indirect objects, objects of prepositions, and predicate nouns. In the following example, the noun clause is the subject.

NOUN CLAUSE AS SUBJECT

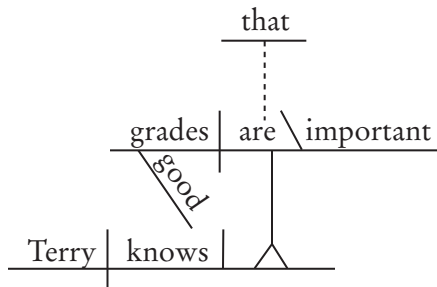
EXAMPLE **What she told us** was the simple truth.



Notice that the clause is written on a “stilt” placed on the base line where the subject usually appears. The word that introduces a noun clause is diagrammed according to its use within its own clause. In the noun clause in the example, the word *What* is the direct object. If the word that introduces the noun clause isn’t really part of either the noun clause or the main clause, write the word on its own line.

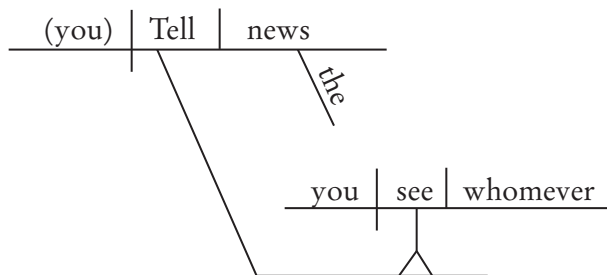
NOUN CLAUSE AS DIRECT OBJECT

EXAMPLE Terry knows **that good grades are important.**



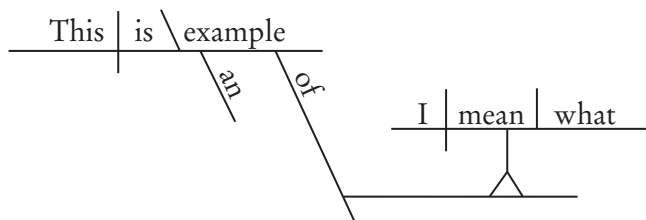
NOUN CLAUSE AS INDIRECT OBJECT

EXAMPLE Tell **whomever you see** the news.



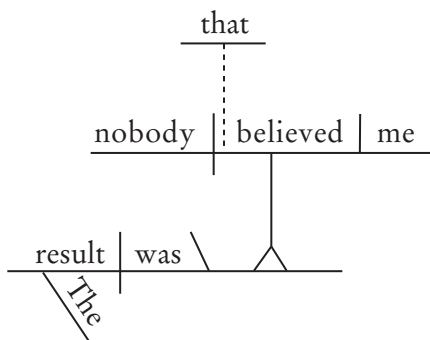
NOUN CLAUSE AS OBJECT OF A PREPOSITION

EXAMPLE This is an example of **what I mean**.



NOUN CLAUSE AS PREDICATE NOUN

EXAMPLE The result was **that nobody believed me**.



PRACTICE Diagraming Noun Clauses

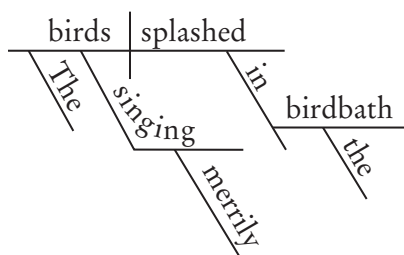
Diagram each sentence.

1. Tolstoy wrote that all happy families are alike.
2. Whoever likes that movie should read the book.
3. The campers paid attention to what their counselor said.
4. What she told them concerned snakebites.
5. Cable networks give whoever keeps up with the news the latest stories.
6. Einstein believed that the world was an orderly place.
7. What the Allies needed in World War II was help from the United States.
8. The problem is that the airplane pilots went on strike.
9. A Nobel Prize is an honor for whoever receives it.
10. Ask whoever answers the phone your question.

11.10 DIAGRAMING VERBALS

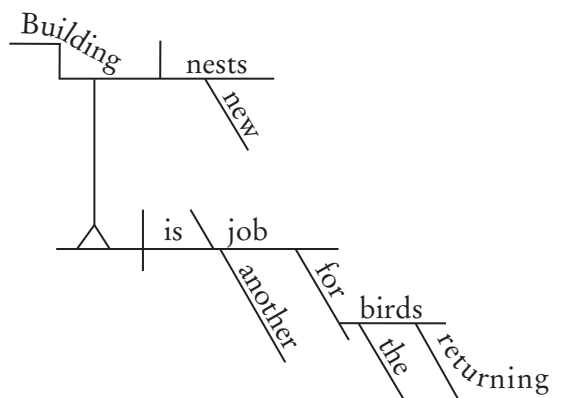
To diagram a participle or a participial phrase, draw a line that descends diagonally from the word the participle modifies and then extend it to the right horizontally. Write the participle along the angle, as shown.

EXAMPLE The birds, **singing merrily**, splashed in the birdbath.



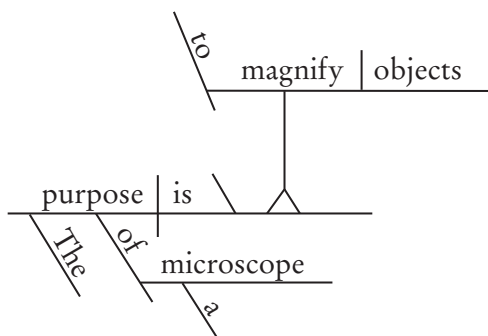
To diagram a gerund or a gerund phrase, make a “stilt,” located according to the role of the gerund. (A gerund can be a subject, a direct object, or the object of a preposition.) Then write the gerund on a “step” above the stilt, as shown at the top of the next page.

EXAMPLE **Building new nests** is another job for the returning birds.



To diagram an infinitive or an infinitive phrase that is used as a noun, make a “stilt” in the appropriate position. Then diagram the phrase as you would a prepositional phrase.

EXAMPLE The purpose of a microscope is **to magnify objects**.



PRACTICE Diagraming Verbs

Diagram each sentence.

1. The Heimlich maneuver can help a choking victim.
2. The teacher taught the students to drive defensively.
3. Getting a sunburn can seriously harm your skin.
4. Gutenberg made the first printing press in the 1400s.

5. One good form of aerobic exercise is jogging.
6. The Canada geese, flying in formation, headed south.
7. Being a chef is an interesting career.
8. One of Lincoln's ambitions was to become a lawyer.
9. Tina learned about economics by investing in the stock market.
10. To survive on a desert island requires intelligence and physical strength.

POSTTEST Diagraming Sentences

Diagram each sentence.

1. Puddles formed.
2. Passengers were sleeping.
3. Jump!
4. Did violinists play?
5. Close the gate.
6. The athlete told the reporters his story.
7. The game show gave the winner a vacation.
8. The opera singers wore amazingly elaborate costumes in elegant fabrics.
9. The adventurous hikers almost fell into the deep rocky canyon.
10. The fierce crocodile in the murky swamp had tough scaly skin.
11. The old clothes from Grandma's attic smelled musty.
12. The African grasslands were a photographer's paradise.
13. Poachers and human diseases are serious threats to mountain gorillas.
14. The graceful horses trotted or galloped.
15. Some readers like books on the Internet; others prefer pages of print.
16. People formerly killed whales for oil, but whale oil is rarely used now.
17. Thomas Edison, who received numerous patents, had the help of many employees.

- 18.** Watch out for jellyfish when you surf in Florida.
- 19.** What I liked about the movie was the many disguises of the actors.
- 20.** Did you know that the rose is our national flower?
- 21.** Chad gave whomever he saw a school newspaper.
- 22.** Students need good advice about getting into college.
- 23.** The museum displayed beautiful gowns worn by the first ladies.
- 24.** The goal of the biology major was to become a doctor.
- 25.** Exploring the ocean fascinated Jacques Cousteau.

Chapter 12

Capitalization

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PRETEST Capitalization

Write each sentence. Use capital letters correctly.

1. The capital of japan is tokyo.
2. I read *The view from Saturday* by e. l. Konigsburg this Summer.
3. *Cats*, which closed on Broadway in the year 2000, was the longest running broadway musical.
4. Are your mother and your Father registered as democrats, republicans, or independents?
5. About 76 million People watched the last episode of *seinfeld* in 1998.
6. Henry Hudson, an englishman, explored the Hudson bay.
7. Following my doctor's advice, I've been taking healthy teen Vitamins since december.
8. Daniel Williams, m.d., believes that many teenagers need vitamin supplements.

9. "Is english spoken in namibia?" asked Debbie, who was writing a report on the nation.
10. "I wrote a report on Namibia last year," said Warren. "it gained independence from south Africa in 1990."
11. Edgar Degas was a famous french painter, who may be best-known for his paintings of ballet dancers.
12. Larry sent me a postcard from yosemite national park in april.
13. the authors of the latest self-help book are Donald Clark, ph.d., and Abigail Morris, m.d.
14. Vincent asked his Uncle to come with us to los angeles.
15. Jamie said that She is taking algebra II next year and geometry the following year.
16. Is mt. McKinley, the highest mountain in north America, in Northern or Southern Alaska?
17. "Yankee doodle, " a familiar tune to most americans, is the state song of connecticut.
18. many mexican immigrants live in texas after they first arrive in the United states.
19. Jessica's Aunt Annie now lives on the west coast, but she grew up on a farm in kansas.
20. "Have you tried the new soft drink moxie?" asked Helen. "it is a lemon-lime soda that is popular in new england."
21. The Nurse said that i should make a follow-up appointment in july.
22. President Lincoln, our sixteenth President, wrote the gettysburg address and signed the emancipation proclamation.
23. The senate has one hundred members, two elected from each State in the nation.
24. Did you read the june issue of *sports illustrated*?
25. Check the schedule of tours of the white house before we go to Washington, d.c.

12.1 CAPITALIZING SENTENCES, QUOTATIONS, AND LETTER PARTS

A capital letter marks the beginning of a sentence. A capital letter also marks the beginning of a direct quotation and the salutation and the closing of a letter.

RULE 1 Capitalize the first word of every sentence.

EXAMPLE Many people worked for the independence of the colonies.

RULE 2 Capitalize the first word of a direct quotation that is a complete sentence. A direct quotation gives a speaker's exact words.

EXAMPLE Travis said, "One of those people was Paul Revere."

RULE 3 When a direct quotation is interrupted by explanatory words, such as *she said*, don't begin the second part of the direct quotation with a capital letter.

EXAMPLE "I read a famous poem," said Kim, "about Paul Revere."

When the second part of a direct quotation is a new sentence, put a period after the explanatory words and begin the second part of the quotation with a capital letter.

EXAMPLE "I know that poem," said Sarah. "My class read it last week."

RULE 4 Don't capitalize an indirect quotation. An indirect quotation does not repeat a person's exact words and should not be enclosed in quotation marks. An indirect quotation is often introduced by the word *that*.

EXAMPLE The teacher said the poem was written by Longfellow.

EXAMPLE The teacher said that the poem was written by Longfellow.

RULE 5 Capitalize the first word in the salutation and the closing of a letter. Capitalize the title and the name of the person addressed.

EXAMPLES Dear Mrs. Adamson, Sincerely yours,

EXAMPLES My dear Abigail, With love,

NOTE Usually, the first word in each line of a poem is capitalized, but many modern poets don't follow this style. When you copy a poem, use the style of the original version.

PRACTICE Capitalizing Sentences, Quotations, and Letter Parts

Write each sentence. Use capital letters correctly. If a sentence is already correct, write correct.

1. "Oh, no," said Allen. "this bread is moldy, and we cannot eat it."
2. Chris asked, "is the bread spoiled?"
3. mold that lands on bread begins to grow.
4. "most molds spoil food," said Mom, "but some make cheese taste better."
5. the mums in the garden are beautiful in the fall.
6. Mums are classified as plants and mushrooms as fungi.
7. "have you ever seen a white pumpkin?" asked Ted.
8. Unlike plants, fungi—which include mushrooms and mold—cannot make their own food.
9. Jess said, "i hope Mr. Danke will be our science teacher."
10. Rewrite each salutation or closing that is incorrect.
 - a. Dear mr. Danke,
 - b. my dearest friend,
 - c. sincerely,
 - d. yours truly,

12.2 CAPITALIZING NAMES AND TITLES OF PEOPLE

RULE 1 Capitalize the names of people and the initials that stand for their names.

EXAMPLES Clark **K**ent Susan **B. A**nthony **E. C. S**anton

RULE 2 Capitalize a title or an abbreviation of a title when it comes before a person's name.

EXAMPLES **P**resident Wilson **D**r. Martin Luther King **M**s. Ruiz

Capitalize a title when it's used instead of a name.

EXAMPLE "Has the enemy surrendered, **G**eneral?" asked the colonel.

Don't capitalize a title that follows a name or one that is used as a common noun.

EXAMPLE Woodrow Wilson, **p**resident of the United States during World War I, supported cooperation among nations.

EXAMPLE Who was Wilson's **v**ice **p**resident?

RULE 3 Capitalize the names and abbreviations of academic degrees that follow a name. Capitalize *Jr.* and *Sr.*

EXAMPLES M. Katayama, **M.D.** Janis Stein, **Ph.D.** Otis Ames **Jr.**

RULE 4 Capitalize words that show family relationships when they're used as titles or as substitutes for names.

EXAMPLE Last year **F**ather and **A**unt Beth traveled to several western states.

Don't capitalize words that show family relationships when they follow possessive nouns or pronouns.

EXAMPLE Jo's **u**ncle took photographs. My **a**unt Mary framed them.

RULE 5 Always capitalize the pronoun *I*.

EXAMPLE American history is the subject **I** like best.

PRACTICE Capitalizing Names and Titles of People

Write each sentence. Use capital letters correctly. If a sentence is already correct, write correct.

1. Ross is going to see dr. Adams.
2. Lydia's homeroom teacher is ms. morris.
3. Are you going to see George's Uncle?
4. Ron made an appointment with Charles Lucas jr.
5. Dan has finished his report on president Kennedy.
6. Yesterday mom and aunt Tomeka went shopping at the new mall.
7. Jimmy Carter, former President of the United States, continues to work for the American people.
8. "The nurse made the appointment," said Dad.
9. Shawna Dickenson, Ph.d., wrote the article, which is printed in today's newspaper.
10. We toured the military base and the home of the retired Colonel.

12.3 CAPITALIZING NAMES OF PLACES

The names of specific places are proper nouns and should be capitalized. Don't capitalize articles and short prepositions that are part of geographical names.

RULE 1 Capitalize the names of cities, counties, states, countries, and continents.

EXAMPLES **S**an **D**iego **C**ook **C**ounty **N**orth **C**arolina
 Japan **M**exico **E**urope

RULE 2 Capitalize the names of bodies of water and other geographical features.

EXAMPLES Lake Michigan Gulf of Mexico Pacific Ocean
Mojave Desert Napa Valley Rocky Mountains

RULE 3 Capitalize the names of sections of a country.

EXAMPLES the Sun Belt New England the Great Plains

RULE 4 Capitalize direction words when they name a particular section of a country.

EXAMPLES the South the West Coast the Northeast

Don't capitalize direction words used in other ways.

EXAMPLES southern California northerly winds
Kansas is west of Missouri.

RULE 5 Capitalize the names of streets and highways.

EXAMPLES Main Street Route 66 Pennsylvania Turnpike

RULE 6 Capitalize the names of particular buildings, bridges, monuments, and other structures.

EXAMPLES the White House Golden Gate Bridge
Lincoln Memorial the Rose Bowl

PRACTICE Capitalizing Names of Places

Write each sentence. Use capital letters correctly.

1. Matthew is going to fly to Southern California.
2. Aunt Helen lives on Perry road.
3. I received a postcard with a picture of the golden gate Bridge in San Francisco on it.
4. Do you live in new england?
5. Take route 103 to interstate 395.
6. Does your tour include New york and boston?

7. We decided to visit the statue of liberty.
8. Texas is Southeast of arizona.
9. Is lake Michigan one of the Great Lakes?
10. The atlantic ocean and the pacific ocean have similarities and differences.

12.4 CAPITALIZING OTHER PROPER NOUNS AND ADJECTIVES

Many nouns besides the names of people and places are proper nouns and should be capitalized. Adjectives formed from proper nouns are called proper adjectives and should also be capitalized.

RULE 1 Capitalize all important words in the names of clubs, organizations, businesses, institutions, and political parties.

EXAMPLES Girl Scouts of America American Red Cross
 Microsoft Corporation Smithsonian Institution
 University of Nebraska Republican Party

RULE 2 Capitalize brand names but not the nouns following them.

EXAMPLES Downhome soup Lull-a-bye diapers Kruncho crackers

RULE 3 Capitalize all important words in the names of particular historical events, time periods, and documents.

EXAMPLES Revolutionary War Iron Age Gettysburg Address

RULE 4 Capitalize the names of days of the week, months of the year, and holidays. Don't capitalize the names of the seasons.

EXAMPLES Sunday April Thanksgiving Day spring

RULE 5 Capitalize the first word and the last word in the titles of books, chapters, plays, short stories, poems, essays, articles, movies, television series and programs, songs, magazines, and newspapers. Capitalize all other words except articles, coordinating conjunctions, and prepositions of fewer than five letters. Don't capitalize the word *the* before the title of a magazine or newspaper.

EXAMPLES *A Wrinkle in Time* "Mammals and Their Young"
 "The Lady or the Tiger?" "The Truth About Dragons"
 "Over the Rainbow" *Seventeen*

RULE 6 Capitalize the names of languages, nationalities, and ethnic groups.

EXAMPLES English Japanese Native Americans

RULE 7 Capitalize proper adjectives. A proper adjective is an adjective formed from a proper noun.

EXAMPLES African American voters Mexican art
 a Broadway musical Appalachian families

NOTE Capitalize the names of religions and the people who practice them. Capitalize the names of holy days, sacred writings, and deities.

EXAMPLES Islam Muslims Easter the Bible Allah

NOTE Capitalize the names of trains, ships, airplanes, and spacecraft.

EXAMPLES the Orient Express *Titanic*
Spirit of St. Louis *Voyager 2*

NOTE Don't capitalize the names of school subjects, except for proper nouns and adjectives and course names followed by a number.

EXAMPLES language arts geography earth science
 American history French Algebra 1

PRACTICE Capitalizing Other Proper Nouns and Adjectives

Write each sentence. Use capital letters correctly.

1. Brennan is attending the university of new Hampshire in the Fall.
2. I prefer starbrite Cleaner to Glow and shine.
3. Many books have been written about the Vietnam war.
4. In december we will travel to Missouri for the christmas holidays.
5. The Heard museum in phoenix displays art by native americans.
6. Are you going to take Astronomy in the Spring?
7. Have you read *the outsiders*?
8. The movie *star wars* has been re-released.
9. The word *sugar* has arabic roots.
10. The United States constitution established three branches of government.

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

¹Dear aunt Miranda,

²I took your advice and read *ethan frome* this Summer. ³I really enjoyed it. ⁴I found out more about the author, Edith wharton.

⁵Did you know that she was born into a rich family in New York on January 24, 1862. ⁶After she married in 1885, she frequently traveled.

⁷She wrote novels, travel books, and storys, and poems for magazines, including *scribner's magazine*.

- ⁸Wharton published her first novel when she was forty years old.
⁹She liked to write about people's conflicts. ¹⁰She was the first woman
 to win a Pulitzer Prize for fiction. ¹¹I'll see you in september.
¹²Love Always,
¹³Alyssa

POSTTEST Capitalization

Write each sentence. Use capital letters correctly.

1. Diana lives in columbus, ohio, and maria elena lives in cincinnati, ohio.
2. "do you want to visit me?" she asked when she last talked to Maria elena on the telephone.
3. "are you a new york yankees fan, or do you support the mets?" Barry asked.
4. Every four years the President is elected in november and serves a four-year term, beginning on january 20.
5. In terms of land area, the smallest State in the u.s.a. is Rhode island.
6. The egyptians may have been the first people to develop a Solar calendar.
7. Twenty-four soccer teams compete for the world cup, which is an International competition held every four years.
8. My cousin invented a card game called chance.
9. A Museum in Detroit focuses on african american history.
10. I'm going to take a french class this Summer.
11. Old Sturbridge Village in massachusetts is a museum that re-creates a new england farming community.
12. Dennis Peters sr. signed the letter.
13. Roger Bacon, who lived in england, was interested in Alchemy.
14. Ferdinand Magellan, from portugal, sailed around the tip of south America.

- 15.** Albania is in eastern Europe, North of Greece.
- 16.** Software from the art institute of Chicago has games and puzzles.
- 17.** the Empire state building in new york city is 102 stories high.
- 18.** Uncle Kevin and mother are planning a family reunion to be held in july at highlands Prairie Park.
- 19.** turn east on Odlin road and then drive North until you reach route 55.
- 20.** Are you going to ask ms. DeVries about the Algebra quiz?
- 21.** My Father gave me a subscription to *seventeen* magazine.
- 22.** The Columbus zoo in powell, Ohio, has a coral reef.
- 23.** Whales can be seen in the Summer in the Atlantic ocean.
- 24.** "I agree," said Trevor. "let's leave at six o'clock so we can get to the game about twenty minutes early."
- 25.** Cheetahs, which are the world's fastest runners, live in africa, iran, and northwestern afghanistan.

Chapter 13

Punctuation

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PRETEST **Commas, Semicolons, Colons, and End Punctuation**

Write each sentence. Add commas, semicolons, colons, and end punctuation where needed.

1. Good grief Will it rain throughout our entire vacation
2. Yes George I did remember the key this time
3. "The parade will proceed up Lincoln Highway go left on First Street and then turn down Taylor Street" said Emily
4. Over a week after the fire I still felt fearful
5. Crickets were singing and birds were chirping
6. In the sky above the clouds were wispy and white
7. Will you stop and see me after you finish your lesson
8. Wherever the dog wandered it made friends quickly

9. Ms. Wong said "Tomatoes too are rich in vitamins and minerals."
10. Mail the insurance form to Jennifer McCall M.D. 351 Elm Street Stephenville TX 76901.
11. Sprinting away from the others the runner who had no registration number won the race easily
12. Mix these ingredients well two eggs a cup of sugar one-half cup of butter and a teaspoon of vanilla
13. Mrs. Baie the guidance counselor usually administers the tests however our teacher Mr. Imm is taking charge today
14. The Sandburgs lived in Flat Rock North Carolina from 1943 until Carl's death on July 22 1967.
15. Gene's old Farmall tractor which is an antique has been beautifully restored he delights in polishing it starting it up and giving children tractor rides.

PRETEST Quotation Marks, Italics, and Apostrophes

Write each sentence. Add quotation marks, underlining (for italics), apostrophes, and other punctuation marks where they're needed. If the sentence is already correct, write correct.

16. This week said Mr. Locascio we will study the civilization of ancient Egypt
17. How were the pyramids built asked Waylan What a remarkable feat of engineering!
18. Its supposed that thousands of people worked many decades moving the stone suggested Mr. Locascio.
19. The pharaohs monument was built by peasants.
20. Erics report on the pyramids is based on information from World Book encyclopedia.
21. Egyptians beliefs are known from writings, called The Book of the Dead, that had been carved on the Pyramids in the form of hieroglyphics.

22. Those beliefs are very different from yours and mine.
23. Did he say, ancient Egyptian religion had many myths
24. Did you say that the sun god Ra ruled over all the others asked Anamai.
25. A tomb included its inhabitants earthly treasures.

PRETEST Hyphens, Dashes, Parentheses, and Numbers

Write each sentence. Add hyphens, dashes, and parentheses where they're needed. Use the correct form for each number. If the sentence is already correct, write correct.

26. The emu a swift running, flightless Australian bird is smaller than the ostrich.
27. More than fifty five members of the eighth grade class had a low grade fever and upset stomach.
28. One half the population does not take a big circulation newspaper; their current events IQ isn't first rate.
29. Her great grandmother, a self confident actor, earned ten million dollars over her lifetime.
30. The shelter had 25 kittens at the beginning of last month.
31. I counted fifty people who used the stairs and 120 who used the elevator.
32. On May 22d at ten twenty A.M., the fire alarm at Eight Six Five Westbury Avenue went off, and the fire department responded.
33. Jeffrey and Lee they're our favorite cousins will be staying with us for the summer.
34. 12 old movie posters decorate the lobby of the restored theater on 3rd Avenue.
35. Our survey showed that thirty percent of the students prefer the hot lunch, fifty percent choose the a la carte line, and twenty percent bring lunches from home.

13.1 USING END PUNCTUATION

RULE 1 Use a period at the end of a declarative sentence. A declarative sentence makes a statement.

EXAMPLE Tractors perform many jobs on a farm.

EXAMPLE I worked on a farm during the summer.

RULE 2 Use a period at the end of an imperative sentence. An imperative sentence gives a command or makes a request.

EXAMPLE Turn the key. [command]

EXAMPLE Please start the motor. [request]

RULE 3 Use a question mark at the end of an interrogative sentence. An interrogative sentence asks a question.

EXAMPLE Who built the first tractor?

EXAMPLE Did you know that?

RULE 4 Use an exclamation point at the end of an exclamatory sentence. An exclamatory sentence expresses strong feeling.

EXAMPLE How powerful your tractor is!

EXAMPLE What a loud noise it makes!

RULE 5 Use an exclamation point after a strong interjection. An interjection is a word or group of words that expresses emotion.

EXAMPLES	Wow!	Whew!	My goodness!	Ouch!
	Yippee!	Hi!	Hey!	Oops!

PRACTICE Using End Punctuation

Write each sentence. Add the correct end punctuation. Then write declarative, imperative, interrogative, exclamatory, or interjection to show the reason for the end mark you chose.

1. I am taking swimming lessons at the YMCA
2. Brrr That water is too cold
3. Show me how to do the butterfly stroke
4. Hey Did you see that girl's swan dive
5. Are they asking members of the class to join the swim team
6. What an exciting season they had last year
7. The coach asked all team members to practice twice a day
8. Keep your body straight and your knees together
9. I think I could be an excellent swimmer
10. Would you like to learn to dive off the highest diving board

13.2 USING COMMAS I

When you use commas to *separate* items, you place a comma between items. When you use commas to *set off* an item, you place a comma before and after the item. Of course, you never place a comma at the beginning or the end of a sentence.

RULE 1 Separate three or more words, phrases, or clauses in a series.

EXAMPLE Cars, buses, and trucks clog city streets. **[words]**

EXAMPLE Beside the fence, on the porch, or outside the back door is a good place for that potted plant. **[phrases]**

EXAMPLE Call me before you leave town, while you're in Florida, or after you return home. **[clauses]**

RULE 2 Set off an introductory word such as *yes*, *no*, or *well*.

EXAMPLE Yes, we enjoyed your performance in the play.

EXAMPLE No, you didn't sing off key.

RULE 3 Set off names used in direct address.

EXAMPLE Claire, have you ever traveled on a ship?

EXAMPLE I traveled to Alaska, Mr. Hess, on a cruise ship.

EXAMPLE Did you enjoy your trip down the Ohio River, Dale?

RULE 4 Set off two or more prepositional phrases at the beginning of a sentence. Set off a single long prepositional phrase at the beginning of a sentence.

EXAMPLE In the fall of 1998, Frank Jordan ran for mayor. **[two prepositional phrases—*In the fall and of 1998*]**

EXAMPLE Beneath a dozen fluttering red and blue banners, he made his campaign speech. **[one long prepositional phrase—*Beneath a dozen fluttering red and blue banners*]**

You need not set off a single short prepositional phrase, but it's not wrong to do so.

EXAMPLE In 1998 Frank Jordan ran for mayor. **[one short prepositional phrase—*In 1998*]**

RULE 5 Set off participles and participial phrases at the beginning of a sentence.

EXAMPLE Talking, we lost track of the time.

EXAMPLE Talking on the telephone, we lost track of the time.

Set off a participial phrase that is not essential to the meaning of a sentence.

EXAMPLE The band, marching in formation, moves down the field.

EXAMPLE Independence Day, celebrated on July 4, is a national holiday.

RULE 6 Set off words that interrupt the flow of thought in a sentence.

EXAMPLE Politicians, of course, sometimes forget their campaign promises after the election.

RULE 7 Use a comma after a conjunctive adverb, such as *however*, *moreover*, *furthermore*, *nevertheless*, or *therefore*.

EXAMPLE The school district is growing; therefore, taxes will rise.

RULE 8 Set off an appositive that is not essential to the meaning of a sentence.

EXAMPLE The *Titanic*, a luxury liner, sank on its first voyage.
[The appositive, *a luxury liner*, is not essential.]

PRACTICE Using Commas I

Write the following sentences. Add commas where they're needed.

1. Waiting for her friends Crystal paced impatiently in the hallway.
2. Lance was determined to ride again; therefore he worked with determination to overcome his illness.
3. I assure you Dad I will be careful when I drive.
4. This building in case you're interested was built in 1850.
5. The students entered the room quietly looked around curiously and waited anxiously for the teacher.
6. The kittens playing on the living room floor looked like a furry, tangled whirlwind.
7. Can you meet us at the mall Kori?
8. No Ms. Hill we did not find your directions unclear over-long or disorganized.

9. Over a hundred eighth-graders turned out for the track team; therefore the district has had to hire two assistant coaches.
10. The baseball sailed high in the air over the fence and into the street.

13.3 USING COMMAS II

RULE 9 Use a comma before a coordinating conjunction (*and*, *but*, *or*, *nor*, or *for*) that connects the two parts of a compound sentence.

EXAMPLE Steve opened the door, and the dog ran out.

EXAMPLE Mari called her best friend, but no one answered.

EXAMPLE They will raise money, or they will donate their time.

RULE 10 Set off an adverb clause at the beginning of a sentence. An adverb clause begins with a subordinating conjunction, such as *after*, *although*, *as*, *because*, *before*, *if*, *since*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, or *while*.

EXAMPLE Whenever I feel afraid, I whistle a happy tune.

Usually, an adverb clause that falls at the end of a sentence is not set off.

EXAMPLE I whistle a happy tune whenever I feel afraid.

RULE 11 Set off a nonessential adjective clause. A nonessential adjective clause simply gives additional information and is not necessary to the meaning of a sentence. An adjective clause usually begins with a relative pronoun, such as *who*, *whom*, *whose*, *which*, or *that*.

EXAMPLE My house, which has green shutters, is at the corner of Elm and Maple.

Don't set off an essential adjective clause. An essential adjective clause is necessary to the meaning of a sentence.

EXAMPLE The house that has green shutters is at the corner of Elm and Maple.

PRACTICE Using Commas II

Write each sentence. Add commas where they're needed. If a sentence needs no commas, write correct.

1. Lettie planted lettuce and radishes in April but she waited until May to plant the other vegetables.
2. Since he has no car my brother rides his bike.
3. Should we ship your order to your home or would you like to pick it up at the store?
4. An iceberg which is nine-tenths hidden in the water is more menacing to a boat than it appears.
5. A book that no one reads is like an instrument lying unplayed and dusty on a shelf.
6. We can play cards after the dishes are done.
7. Wherever disaster strikes the Red Cross is soon there.
8. The morning was sunny and bright and I felt cheerful.
9. I'll walk with you for I need the exercise.
10. The platypus which has a bill like a duck is a mammal.

13.4 USING COMMAS III

RULE 12 In a date, set off the year when it's used with both the month and the day. Don't use a comma if only the month and the year are given.

EXAMPLE The ship struck an iceberg on April 14, 1912, and sank early the next morning.

EXAMPLE The ship sank in April 1912 on its first voyage.

RULE 13 Set off the name of a state or a country when it's used after the name of a city. Set off the name of a city when it's used after a street address. Don't use a comma after the state if it's followed by a ZIP code.

EXAMPLE The ship was sailing from Southampton, England, to New York City.

EXAMPLE You can write to Leeza at 15 College Court, Stanford, CA 94305.

RULE 14 Set off an abbreviated title or degree following a person's name.

EXAMPLE Michelle Nakamura, Ph.D., will be the graduation speaker.

EXAMPLE Letisha Davis, M.D., is our family physician.

RULE 15 Set off *too* when it's used in the middle of a sentence and means "also." Don't set off *too* at the end of a sentence.

EXAMPLE Parents, too, will attend the ceremony.

EXAMPLE Parents will attend the ceremony too.

RULE 16 Set off a direct quotation.

EXAMPLE Mom asked, "Have you finished your homework?"

EXAMPLE "I did it," I replied, "in study hall."

EXAMPLE "Tell me what you learned," said Mom.

RULE 17 Use a comma after the salutation of a friendly letter and after the closing of both a friendly letter and a business letter.

EXAMPLES Dear Dad, Your loving daughter, Yours truly,

RULE 18 Use a comma to prevent misreading.

EXAMPLE Instead of two, five teachers made the trip.

EXAMPLE In the field below, the brook gurgled merrily.

PRACTICE Using Commas III

Write each sentence. Add commas where they're needed.

1. "I too" remarked Ms. Pateki "have enjoyed sightseeing in Philadelphia Pennsylvania."
2. "I saw the Liberty Bell too" said Gorav.
3. A rodeo championship will be held in Cody Wyoming in September 2003.
4. "My uncle Johnny won the calf-roping event at the rodeo in Laramie Wyoming" said Peter Running Wolf.

5. This highway takes you from East St. Louis Illinois to St. Louis Missouri in twenty minutes.
6. Phia Yang M.D. delivered the commencement address at Boston University.
7. Michael reported "The United States entered World War II on December 8 1941 the day after Japan attacked Pearl Harbor."
8. Send your rebate forms and receipts to PO Box 12792 Mankato MN 56006.
9. Beneath the snow hills took on a softer cleaner look.
10. Write the following message, adding commas where needed.

Dear Grandpa Don

The poster is great! I didn't know that you too liked NASCAR racing. Thanks for remembering me.

Your grandson
Joshua

13.5 USING SEMICOLONS AND COLONS

RULE 1 Use a semicolon to join the main clauses of a compound sentence if they're not joined by a conjunction such as *and*, *but*, *or*, *nor*, or *for*.

EXAMPLE The electric car was once the most popular car in the United States; people liked electric cars because they were clean and quiet.

RULE 2 Use a semicolon to join the main clauses of a compound sentence if they're long and if they already contain commas. Use a semicolon even if the clauses are joined by a coordinating conjunction such as *and*, *but*, *or*, *nor*, or *for*.

EXAMPLE Before the invention of the automobile, people rode horses, bicycles, or streetcars for short distances; and they used horse-drawn carriages, trains, or boats for longer trips.

RULE 3 Use a semicolon to separate main clauses joined by a conjunctive adverb, such as *consequently*, *furthermore*, *however*, *moreover*, *nevertheless*, or *therefore*.

EXAMPLE I started my homework immediately after school; consequently, I finished before dinner.

RULE 4 Use a colon to introduce a list of items that ends a sentence. Use a word or a phrase such as *these*, *the following*, or *as follows* before the list.

EXAMPLE I'll need **these** supplies for my project: newspapers, flour, water, string, and paint.

EXAMPLE I participate in **the following** sports: softball, tennis, basketball, and swimming.

Don't use a colon immediately after a verb or a preposition.

EXAMPLE My subjects **include** reading, math, home economics, and language arts.

EXAMPLE I sent messages **to** Grandma, Aunt Rita, and Julie.

RULE 5 Use a colon to separate the hour and the minutes when you use numerals to write the time of day.

EXAMPLE The train left the station at 10:17 A.M. and arrived in the city at 12:33 P.M.

RULE 6 Use a colon after the salutation of a business letter.

EXAMPLES Dear Professor Sanchez: Dear Editor in Chief:

PRACTICE Using Semicolons and Colons

Write each sentence. Add semicolons and colons where they're needed. If a sentence is already correct, write correct.

1. It grew darker and darker at last the lights came on.
2. This is your menu for lunch lasagna, tossed salad, garlic bread, milk, lemonade.

3. Marco Polo was among the first Europeans to reach China he even claimed to have been governor of a Chinese city for three years.
4. The pizza should be here by 717 P.M., or it's free.
5. I sent for information on careers in oceanology, computer programming, and health care furthermore, I plan to attend Career Day at the local junior college.
6. In the next decade, there will be more senior citizens, fewer workers, and still fewer school-age children but there will be better communication, health care, and wages for workers.
7. The bus to Milwaukee leaves at 1108 A.M. and arrives at 235 P.M.
8. Her strengths are grace, agility, and a good attitude.
9. Edgar Allan Poe, Emily Dickinson, and Walt Whitman failed to achieve all the recognition they deserved in their lifetimes however, they have become justly famous for their insights, technical skill, and lyric expression.
10. *Write the following business letter, adding necessary punctuation.*

Dear Mr. Krupp

Please send me a brochure for OSU's summer basketball camps. I hope to attend one in June.

Yours truly,

Tyana Williams

13.6 USING QUOTATION MARKS AND ITALICS

RULE 1 Use quotation marks to enclose a direct quotation.

EXAMPLE "Please return these books to the library," said Ms. Chu.

RULE 2 Use quotation marks to enclose each part of an interrupted quotation.

EXAMPLE "Spiders," explained Sean, "have eight legs."

RULE 3 Use commas to set off an explanatory phrase, such as *he said*, from the quotation itself. Place commas inside closing quotation marks.

EXAMPLE “Spiders,” explained Sean, “have eight legs.”

RULE 4 Place a period inside closing quotation marks.

EXAMPLE Toby said, “My aunt Susan received her degree in June.”

RULE 5 Place a question mark or an exclamation point inside closing quotation marks if it’s part of the quotation.

EXAMPLE Yoko asked, “Have you ever visited Florida?”

Place a question mark or an exclamation point outside closing quotation marks if it’s part of the entire sentence but not part of the quotation.

EXAMPLE Did Jerry say, “Spiders have ten legs”?

When both a sentence and the direct quotation at the end of the sentence are questions (or exclamations), use only one question mark (or exclamation point). Place the mark inside the closing quotation marks.

EXAMPLE Did Yoko ask, “Have you ever visited Florida?”

NOTE When you’re writing conversation, begin a new paragraph each time the speaker changes.

EXAMPLE

“You’re kidding!” I exclaimed. “That sounds unbelievable. Did she really say that?”

“Indeed she did,” Kara insisted.

RULE 6 Enclose in quotation marks titles of short stories, essays, poems, songs, articles, book chapters, and single television shows that are part of a series.

EXAMPLES “Charles” [short story] “Jingle Bells” [song]

RULE 7 Use italics or underlining for titles of books, plays, movies, television series, magazines, newspapers, works of art, music albums, and long musical compositions. Also use italics or underlining for the names of ships, airplanes, and spacecraft. Don't italicize or underline the word *the* before the title of a magazine or newspaper.

EXAMPLE *The Adventures of Tom Sawyer* [book]

EXAMPLE The Monsters Are Due on Maple Street [play]

EXAMPLE *The Hunchback of Notre Dame* [movie]

EXAMPLE Sesame Street [television series]

EXAMPLE *Cricket* [magazine]

EXAMPLE the New York Times [newspaper]

EXAMPLE the *Mona Lisa* [painting]

EXAMPLE The Best of Reba McEntire [music album]

EXAMPLE *Rhapsody in Blue* [long musical composition]

EXAMPLE Titanic [ship]

EXAMPLE the *Spirit of St. Louis* [airplane]

EXAMPLE Friendship 7 [spacecraft]

PRACTICE Using Quotation Marks, Italics, and Other Punctuation

Write each sentence. Add quotation marks, underlining (for italics), and other punctuation marks where they're needed.

1. The sources for my report said Judy are Sports Illustrated and The Fab Five by Mitch Albom.
2. As soldiers prepared for bed, a bugler played Taps.
3. What an exhausting march that was exclaimed Stubbs.
4. Have you heard Beethoven's Fifth Symphony asked Mr. Zaslow.
5. I was there when the herd stampeded Juanita told me.
6. This book said Erin is my all-time favorite
7. I enjoyed it too Alan replied.
8. Did Hector say I prefer to wait for the movie version
9. Little Coyote observed Those wolf tracks are fresh
10. Jana's article, Forgotten Children, appeared in Time magazine.

13.7 USING APOSTROPHES

RULE 1 Use an apostrophe and *s* (*'s*) to form the possessive of a singular noun.

EXAMPLES girl + **'s** = girl**'s** James + **'s** = James**'s**

RULE 2 Use an apostrophe and *s* (*'s*) to form the possessive of a plural noun that does not end in *s*.

EXAMPLES men + **'s** = men**'s** geese + **'s** = geese**'s**

RULE 3 Use an apostrophe alone to form the possessive of a plural noun that ends in *s*.

EXAMPLES boys + **'** = boys**'** judges + **'** = judges**'**

RULE 4 Use an apostrophe and *s* (*'s*) to form the possessive of an indefinite pronoun, such as *everyone*, *everybody*, *anyone*, *no one*, or *nobody*.

EXAMPLES anybody + **'s** = anybody**'s** someone + **'s** = someone**'s**

Don't use an apostrophe in the possessive personal pronouns *ours*, *yours*, *his*, *hers*, *its*, and *theirs*.

EXAMPLES That car is **ours**. Is that cat **yours**?
The bird flapped **its** wings. These skates are **hers**.

RULE 5 Use an apostrophe to replace letters that are omitted in a contraction.

EXAMPLES it is = it's you are = you're
I will = I'll is not = isn't

PRACTICE Using Apostrophes

Write each sentence. Add apostrophes where they're needed. If the sentence is already correct, write correct.

1. Will the boys or the girls win the match?
2. Well bring Moiras yearbook to her in the hospital.
3. Anyones misfortune quickly becomes everyones business.
4. My boom box lost its record function somehow.
5. The boys track banquet is in the teachers cafeteria.
6. The womens bowling league hasnt started its season.
7. Several horses stalls were damaged in the fire.
8. I lost my umbrella and would like to borrow your's.
9. Its hard to tell where registration is, and everyones gear is scattered around in a confusing manner.
10. Ill arrange for the girls rooms if youll get the registration packet from the coaches booth.

13.8 USING HYPHENS, DASHES, AND PARENTHESES

CCSS L.8.2a

RULE 1 Use a hyphen to divide a word at the end of a line. Divide words only between syllables.

EXAMPLE With her husband, Pierre, Marie Sklodowska Curie discovered radium and polonium.

RULE 2 Use a hyphen in compound numbers.

EXAMPLES **thirty-two** pianos **sixty-five** experiments

RULE 3 Use a hyphen in fractions expressed in words.

EXAMPLE Add **one-half** cup of butter or margarine.

EXAMPLE **Three-fourths** of the students sing in the chorus.

RULE 4 Use a hyphen or hyphens in certain compound nouns. Check a dictionary for the correct way to write a compound noun.

EXAMPLES great-aunt brother-in-law attorney-at-law
editor in chief vice president

RULE 5 Use a hyphen in a compound modifier when it comes before the word it modifies.

EXAMPLES Fido is a **well-trained** dog. The dog is **well trained**.

RULE 6 Use a hyphen after the prefixes *all-*, *ex-*, and *self-*. Use a hyphen to separate any prefix from a word that begins with a capital letter.

EXAMPLES all-powerful ex-president
self-educated trans-Atlantic

RULE 7 Use dashes to set off a sudden break or change in thought or speech.

EXAMPLE Billy Adams—he lives next door—is our team manager.

RULE 8 Use parentheses to set off words that define or explain a word.

EXAMPLE Simulators (devices that produce the conditions of space flight) are used in flight training for the space program.

PRACTICE Using Hyphens, Dashes, and Parentheses

Write each sentence. Add hyphens, dashes, and parentheses where they're needed.

1. Our team made forty five bookmarks while Lou's made sixty two.
2. Can you divide three fifths by one half?
3. Craig he's the goalie is our most skilled player.
4. Forty percent of the Greek population lives in Athens, and much of the country is mountainous.
5. Kay's sister in law she's an attorney in Los Angeles is going to visit next month.
6. By the time the fire chief arrived, the building was well encased in flames.
7. The coach explained that a self starter has a well documented advantage over a lazy player.
8. Several eighth grade students who are taking algebra at the high school seem well satisfied with the teacher.
9. The chrysalis a butterfly pupa is usually attached to a milkweed plant.
10. Great grandmother is ninety one; she was the first woman to serve as editor in chief of a major newspaper.

13.9 USING ABBREVIATIONS

RULE 1 Use the abbreviations *Mr.*, *Mrs.*, *Ms.*, and *Dr.* before a person's name. Abbreviate professional or academic degrees that follow a person's name. Abbreviate *Junior* as *Jr.* and *Senior* as *Sr.* when they follow a person's name.

EXAMPLES **Mr.** Ed Hall **Dr.** Ann Chu Juan Diaz, **Ph.D.**
Ava Danko, **D.D.S.** Amos Finley **Jr.**

RULE 2 Use capital letters and no periods for abbreviations that are pronounced letter by letter or as words. Exceptions are *U.S.* and Washington, *D.C.*, which should have periods.

EXAMPLES **MVP** most valuable player **EST** eastern standard time
NASA National Aeronautics and Space Administration

RULE 3 Use the abbreviations *A.M.* (*ante meridiem*, “before noon”) and *P.M.* (*post meridiem*, “after noon”) with times. For dates use *B.C.* (before Christ) and, sometimes, *A.D.* (*anno Domini*, “in the year of the Lord,” after Christ).

EXAMPLES 6:22 **A.M.** 4:12 **P.M.** 33 **B.C.** **A.D.** 476

RULE 4 Abbreviate days and months only in charts and lists.

EXAMPLES **Mon.** **Wed.** **Thur.** **Jan.** **Apr.** **Aug.** **Nov.**

RULE 5 In scientific writing, abbreviate units of measure. Use periods with abbreviations of U.S. units but not with abbreviations of metric units.

EXAMPLES inch(es) **in.** foot (feet) **ft.** gram(s) **g** liter(s) **l**

RULE 6 In addressing envelopes, abbreviate words that refer to streets. Spell out these words everywhere else.

EXAMPLES **St.** (Street) **Ave.** (Avenue) **Rd.** (Road)
I live at the corner of Elm **Street** and Maple **Road**.

RULE 7 In addressing envelopes, use the two-letter postal abbreviations for states. Spell out state names everywhere else.

EXAMPLES Texas **TX** Florida **FL** California **CA**
My cousin lives in Chicago, **Illinois**.

RULE 8 When an abbreviation with a period falls at the end of a sentence, don't add another period. Add a question mark if the sentence is interrogative; add an exclamation point if the sentence is exclamatory.

EXAMPLE I just met Francis X. Colavito Jr.

EXAMPLE Have you met Francis X. Colavito Jr.?

For more information about abbreviations, see pages 56–61 in Part One, Ready Reference.

PRACTICE Using Abbreviations

Write the abbreviation for each item described.

1. feet
2. the day after Thursday
3. the fourth month
4. Senior
5. central standard time
6. the state of Wisconsin in an address on an envelope
7. Washington Boulevard
8. grams
9. six minutes past ten in the morning
10. the abbreviation used before a woman's name

13.10 WRITING NUMBERS

In charts and tables, always write numbers as figures. In ordinary sentences, you sometimes spell out numbers and sometimes write them as numerals.

RULE 1 Spell out numbers you can write in one or two words. If the number is greater than 999,999, see Rule 4.

EXAMPLE There are **twenty-six** students in the class.

EXAMPLE The arena holds **fifty-five hundred** people.

RULE 2 Use numerals for numbers of more than two words.

EXAMPLE The distance between the two cities is **150** miles.

RULE 3 Spell out any number that begins a sentence or reword the sentence so it doesn't begin with a number.

EXAMPLE **Four thousand two hundred eighty-three** fans attended the game.

EXAMPLE Attendance at the game was **4,283**.

RULE 4 Use figures for numbers greater than 999,999, followed by the word *million*, *billion*, and so on, even if the number could be written in two words.

EXAMPLES **1 million** **280 billion** **3.2 trillion**

RULE 5 Numbers of the same kind should be written in the same way. If one number must be written as a numeral, write all the numbers as numerals.

EXAMPLE On September 8, **383** students voted for the new rule, and **50** students voted against it.

RULE 6 Spell out ordinal numbers (*first*, *second*, *third*, and so on) under one hundred.

EXAMPLE The **ninth** of June will be the couple's **twenty-fourth** wedding anniversary.

RULE 7 Use words to write the time of day unless you are using *A.M.* or *P.M.*

EXAMPLE I usually go for a walk at **four o'clock** in the afternoon. I return home at **a quarter to five**.

EXAMPLE The first bell rang at **8:42 A.M.**, and the last one rang at **3:12 P.M.**

RULE 8 Use numerals to write dates, house numbers, street numbers above ninety-nine, apartment and room numbers, telephone numbers, page numbers, amounts of money of more than two words, and percentages. Write out the word *percent*.

EXAMPLE On June **10, 1999**, I met Jan at **41** East **329th** Street in Apartment **3G**. Her telephone number is **555-2121**.

EXAMPLE Our class meets in Room **12**; **55 percent** of the students are girls.

EXAMPLE I found **two dollars** between page **250** and page **251** in this book. The book's original price was **\$12.95**.

PRACTICE Writing Numbers

Write each sentence. Use the correct form for each number. If the sentence is already correct, write correct.

1. I have added 43 new stamps to my collection.
2. From 1999 to 2000, corporate profits grew from one hundred twelve million dollars to one hundred sixty million dollars, an increase of forty-three percent.
3. It is exactly 399 miles from our door to Grandma's.
4. Bring \$7 for the field trip by November second.
5. Send 10 pizzas to Apartment Four A, two thousand forty-six South Lincoln Avenue.
6. The fall sale will last from November eighteen to November 23 and will offer twenty-five % off all regular-priced merchandise.
7. Call one-eight hundred-Get-Thin to order our plan for just eighty-nine dollars and ninety-nine cents.
8. 34 students participated in the math contest; Robin won two 1st-place trophies and one 2nd-place ribbon.
9. By half past 10, all thirty-four thousand one hundred twenty-seven fans had filed out of the stadium.
10. Can you account for your whereabouts on July 9 between 7:15 and 10:15 P.M.?

PRACTICE Proofreading

Rewrite the following passage, correcting errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. Write legibly to be sure one letter is not mistaken for another. There are ten mistakes.

Carl Sandburg

¹Carl Sandburg might be called the peoples poet. ²He was born on January 6 1878 in Galesburg, Illinois. ³He left school after eighth grade and worked at many jobs delivering milk, harvesting ice, laying bricks, threshing wheat. ⁴For a time, he was even a hobo his travels made him aware of the poor.

⁵After serving as a soldier Sandburg went to college. ⁶Sandburg worked as a journalist, and he remained concerned about working people. ⁷His well received book Chicago Poems with the poem Chicago, which described the city as the “City of the Big Shoulders,” was published in 1916. ⁸It made Sandburg famous however, a biography of Lincoln gave him financial success. ⁹He won two Pulitzer Prizes one for his poetry and one for a biography entitled *Abraham Lincoln: The War Years*.

POSTTEST Commas, Semicolons, Colons, and End Punctuation

Write each sentence. Add commas, semicolons, colons, and end punctuation where needed.

1. Yippee Did you see the prizes Mom won at the school raffle
2. This new bike looks sleek fast and sturdy enough to ride off-road
3. Until we get home from the fair we will have to wait to try it out
4. “I loved riding the Ferris wheel” said Marianne “and the carousel too.”

5. "Well I disagree" said Dan. "The roller coaster gives you a better ride goes faster and packs more thrills."
6. Frank Gruber Ph.D. is a safety expert with the university moreover he has studied the safety of carnival rides
7. "Wasn't the first state fair in our state held on September 21 1895?" Della asked.
8. I was asked to judge the following competitions quilting pie baking and jam making
9. "Mr. Jordahl which exhibit hall has the livestock?" asked Matt who was showing his prize rooster.
10. In fact it's exhibit hall 4. I'm pleased by how many entries we have how enthusiastic the owners are and how excited the crowd is.
11. The sheep and goats are located right by the front door cows and chickens are close to the rear
12. That Rhode Island red comes from Pekin Illinois which is the hometown of the late Senator Dirksen.
13. Chewing lazily on its cud one sleek cow seemed to enjoy being washed by its owner.
14. By the end of the day our family had enjoyed the rides the agriculture exhibits and the truck pull and we had avoided the side shows and political booths
15. The day after the fair grounds were empty and the carnival workers a colorful bunch of characters had disappeared

POSTTEST Quotation Marks, Italics, and Apostrophes

Write each sentence. Add quotation marks, underlining (for italics), apostrophes, and other punctuation marks where they're needed. If the sentence is already correct, write correct.

16. Many exotic species said Mr. Hanna have become endangered for a number of reasons
17. You know that the population has grown he said.

18. What happens to wildlife habitats he asked.
19. Did you say They are destroyed
20. The elephant has seen its habitat almost disappear.
21. Its also true that rangers cant prevent determined poachers from killing endangered animals
22. Biologists studies tell us that many wild populations are dwindling under these pressures he added.
23. Weve got to do something exclaimed Barbara.
24. Ill send my essay Is It Too Late for the Leopard? to the Chicago Tribune or to National Geographic.
25. Protecting animals rights should be everyones concern, or else our childrens world will be dreary.

POSTTEST Hyphens, Dashes, Parentheses, and Numbers

Write each sentence. Add hyphens, dashes, and parentheses where they're needed. Use the correct form for each number.

26. A prairie dog population of 25,000 lived on two thirds of the ranch land and crippled one tenth of the herd.
27. There were over 300 applicants for 5 full time positions at the factory on 1516 South Locust Street.
28. 3 members of the team made the all American team because of their success this season.
29. Havar's father in law, who is 52, entered Room 107 of the immigration service on October 12, 2001, to apply for U.S. citizenship.
30. Can you calculate 25% of 155 and 7 % of 95?
31. Your tryout is scheduled for one fifteen P.M.; it could actually be anytime between one and two o'clock.
32. The article about six ways to win friends began on page 41 and continued on page ninety-four.
33. The dunk tank it was hilarious to watch earned one hundred seventy five dollars for charity.
34. That five gallon gas tank has at least two gallons (8 quarts) of gas in it.
35. In 1790 the U.S. population was nearly 4,000,000.

Sentence Combining

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PRETEST Compound Elements

Combine the sentences in each numbered item by using a coordinating conjunction. Add commas where they're needed. (Hint: Combine the elements listed in brackets at the end of each pair of sentences.)

1. a. Tasha watched the homecoming parade.
b. Rob watched the homecoming parade. [subjects]
2. a. H. G. Wells wrote *The Time Machine*.
b. He also wrote *The War of the Worlds*. [direct objects]
3. a. Aleda went to the mall with Jasmine.
b. Aleda went to the mall with Kayte. [objects of prepositions.]
4. a. Luis put away the dishes.
b. Luis cleaned the counters. [predicates]
5. a. Phil offered the ducks some bread.
b. Phil offered the geese some bread. [indirect objects]
6. a. The week had come to an end.
b. Everyone awaited the weekend fun. [sentences]

7. a. Kevin thought about going to the pool.
b. He couldn't find his swim suit. [sentences]
8. a. Danielle plays the oboe.
b. Her sister Amie plays the saxophone. [sentences]
9. a. Geri had planned to ask Ryan to the spring dance.
b. She felt too shy. [sentences]
10. a. You could use this time to do extra-credit work.
b. You could do your other homework. [sentences]

PRETEST **Prepositional Phrases and Appositive Phrases**

Combine the sentences in each numbered item by adding the new information in the second sentence to the first sentence in the form of a prepositional phrase or an appositive phrase.

11. a. I wore the stage makeup.
b. It was on my face and neck.
12. a. Joe Montana played for the Forty-Niners.
b. He was an enormously talented quarterback.
13. a. Harry Houdini was a legendary magician.
b. He was renowned for his underwater escapes.
14. a. I am learning to play a piano piece.
b. It is by Frederic Chopin.
15. a. The Hancock Building draws many Chicago sightseers.
b. It is a skyscraper with an observatory at the top.
16. a. The student council is planning a bake sale.
b. It will be held at the bank.
17. a. The mayor presented the key to the city to Mr. Choteau.
b. Mr. Choteau is mayor of our sister city in France.
18. a. My brother cleaned up the mess.
b. He did it for me.

- 19.** a. I counted fifteen people on roller blades.
b. I counted them on our walk.
- 20.** a. Anne Boleyn was queen of England for only a thousand days.
b. She was the second wife of Henry VIII and the mother of Queen Elizabeth I.

PRETEST Adjective and Adverb Clauses

Combine the sentences in items 21–25 by changing the new information in the second sentence to an adjective clause and adding it to the first sentence. Begin your clause with the word in brackets. Add commas if they're needed.

Combine the sentences in items 26–30 by changing the information in one sentence to an adverb clause and adding it to the other sentence. Begin your clause with the word in brackets. Add a comma if it's needed.

- 21.** a. Our next speaker needs no introduction.
b. You all know him and love him. [whom]
- 22.** a. John Keats died at twenty-five of tuberculosis.
b. He was one of the greatest British poets. [who]
- 23.** a. Grape juice is a refreshing drink.
b. It is rich in antioxidants and vitamins. [which]
- 24.** a. The shirt was not expensive.
b. I like it best. [that]
- 25.** a. Pablo Neruda won the Nobel Prize for Literature.
b. His poetry moves me tremendously. [whose]
- 26.** a. Arturo attended night classes in English. [After]
b. He felt more comfortable talking to others at work.
- 27.** a. I feed the cats and dog.
b. I make breakfast for my family. [before]
- 28.** a. You are at the dentist's office. [While]
b. I will run my errands.

29. a. I'm going to raise your allowance.
b. You can pay for your own clothes. [so that]
30. a. You've never been in trouble before. [Because]
b. I'll give you the benefit of the doubt.

14.1 COMPOUND SENTENCES

When you have written a few simple sentences that are closely related in meaning, try combining them to form compound sentences. A compound sentence often states your meaning more clearly than a group of simple sentences. By using some compound sentences, you can also vary the length of your sentences.

EXAMPLE a. Sam had three sisters.

b. Matt had only one. [but]

Sam had three sisters, **but** Matt had only one.

In this example, simple sentence *a* is joined to simple sentence *b* with the coordinating conjunction *but*. Note that a comma is used before the conjunction.

A compound sentence is made up of two or more simple sentences. You can combine two or more simple sentences in a compound sentence by using the conjunction *and*, *but*, or *or*.

PRACTICE Combining Simple Sentences

Combine the sentences in each numbered item by using a comma and a coordinating conjunction. For the first three items, use the coordinating conjunction shown in brackets at the end of the first sentence.

1. a. Peter may take algebra this year. [or]
b. He may wait until next year.
2. a. Candice is an excellent golfer. [and]
b. She expects to receive an athletic scholarship.

3. a. Mrs. O'Fallon had been an only child. [but]
b. She loved big families and had six children herself.
4. a. Grandpa washes the windows outside.
b. Grandma washes them from inside the house.
5. a. Jon pretended to be angry.
b. A slight smile gave him away.
6. a. We enjoyed a beautiful sunset on the deck.
b. Then we went inside for a gourmet dinner.
7. a. For the raffle prize, we might give a gold watch.
b. We might offer a ruby ring with diamonds.
8. a. Imelda demonstrated the way to make flautas.
b. Natalie explained what ingredients were used.
9. a. Mr. West advised us to avoid the corner of Main and Appleton.
b. He drove that way himself.
10. a. I could use my birthday money to buy CDs.
b. I could add it to my summer camp fund.

14.2 COMPOUND ELEMENTS

Sometimes several sentences share information—for example, the same subject or verb. By combining such sentences and using compound elements, you can avoid repeating words. Sentences with compound elements also add variety to your writing.

- EXAMPLE** a. Helen wore a purple dress. [and]
b. She **carried a red handbag**.

Helen wore a purple dress **and carried a red handbag**.

Sentences *a* and *b* share information about Helen. The combined version takes the new information from sentence *b*, *carried a red handbag*, and joins it to sentence *a*, using the coordinating conjunction *and*.

You can avoid repeating information by using compound elements. Join compound elements with the conjunctions *and*, *but*, or *or*.

PRACTICE Combining Sentences with Compound Elements

Combine the sentences in each numbered item by using a coordinating conjunction to form a compound element. Add the new information from the second sentence to the first sentence. For the first three items, the new information is in italics, and the conjunction you should use is shown in brackets at the end of the first sentence.

1. a. I gave old T-shirts to the Salvation Army store. [and]
b. I also gave *outgrown jeans* to the Salvation Army store.
2. a. Mr. Huerta sells life insurance. [but]
b. He does *not* sell *homeowner's insurance*.
3. a. Tabetha has the ability to become a doctor. [or]
b. She could become *a systems analyst*.
4. a. A scientist relies on keen observations.
b. He or she also relies on exact measurements.
5. a. For the reception, we might hire a band to play.
b. We could ask Tony to act as DJ.
6. a. Mrs. Takemoto served us sushi.
b. She did not serve tea.
7. a. The breeze off the lake was refreshing.
b. It was cool.
8. a. You can have french fries as a side order.
b. You can have cole slaw as a side order.
9. a. Ashley served as an usher at the play.
b. Dana also served as an usher at the play.
10. a. We charged our gasoline purchases.
b. We also charged our hotel room.

14.3 PREPOSITIONAL PHRASES

Prepositional phrases are useful in sentence combining. Like adjectives and adverbs, they present more information about nouns and verbs. Because prepositional phrases show relationships, they can often express complicated ideas effectively.

- EXAMPLE**
- a. The family took a trip.
 - b. It was a **hot summer day**. **[on]**
 - c. They went **to the beach**.

On a hot summer day, the family took a trip **to the beach**.

The new information in sentence *b* is added to sentence *a* as a prepositional phrase, and the new information in sentence *c* is moved to sentence *a*. In the new sentence, the prepositional phrase *On a hot summer day* modifies the verb, *took*. The phrase *to the beach* modifies the noun *trip*. Notice that a prepositional phrase that modifies a noun follows the noun it modifies. Prepositional phrases that modify verbs can occupy different positions in a sentence. (For a list of common prepositions, see page 174.)

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or a pronoun. Prepositional phrases most often modify nouns and verbs.

PRACTICE Combining Sentences with Prepositional Phrases

Combine the sentences in each numbered item by adding the prepositional phrase from the second sentence to the first sentence. For the first three items, the prepositional phrase in the second sentence is shown in italics. In the last item, you will need to combine three sentences.

1. a. The sign for our turnoff was hidden.
b. The sign was *behind branches*.
2. a. The ducklings followed their mother.
b. They went *across the highway*.
3. a. A puma watched alertly.
b. It watched *from a cliff*.
4. a. Mrs. Ross vacations every year.
b. She vacations with her best friend.

5. a. The next play will begin its run on November 3.
b. The play is at the Paladium.
6. a. Let's move the picnic table.
b. Let's move it into the shade.
7. a. The two-year-old was hiding his broccoli.
b. He was hiding it under his plate.
8. a. Her flight is coming from Roanoke, Virginia.
b. It is coming to Kansas City, Missouri.
9. a. I have several moving boxes.
b. They are for you.
10. a. The sauce will be done.
b. It is for the spaghetti.
c. It'll be done in another four minutes.

14.4 APPOSITIVES

You can use appositives to combine sentences in a compact and informative way. Appositives and appositive phrases identify or rename nouns.

- EXAMPLE** a. Maya Lin designed the Vietnam Veterans Memorial.
b. She was **an architecture student**.

Maya Lin, **an architecture student**, designed the Vietnam Veterans Memorial.

The appositive phrase *an architecture student* identifies the noun *Maya Lin*. Note that the appositive phrase is set off with commas because it gives nonessential information about Maya Lin. If an appositive or an appositive phrase gives information that is essential for identifying a noun, it's not set off with commas. (For more information about appositives, see pages 89–90.)

An appositive is a noun placed next to another noun to identify it or give additional information about it. An appositive phrase includes an appositive and other words that modify it.

PRACTICE Combining Sentences with Appositives

Combine the sentences in each numbered item by changing the new information in the second sentence to an appositive or an appositive phrase and adding it to the first sentence. For the first three items, the appositive or appositive phrase in the second sentence is shown in italics. Add commas where they're needed.

1. a. Gwendolyn Brooks won a Pulitzer Prize for *Annie Allen*.
b. She was *poet laureate of Illinois*.
2. a. The *Daily Chronicle* is hiring reporters.
b. It is *our local newspaper*.
3. a. Dr. Hobbes has decided to retire.
b. He is *our family physician*.
4. a. Robert Frost wrote "The Death of the Hired Man."
b. He was one of the twentieth century's greatest poets.
5. a. Phyllis is moving to her own apartment.
b. She is the Scott's youngest child.
6. a. Jezebel seems to understand what I say to her.
b. She is my pet parakeet.
7. a. The Griffins' new house is in the country.
b. It is a Tudor-style house.
8. a. He hopes to find work in Puerto Vallarta.
b. It is a beautiful resort town in Mexico.
9. a. Mount McKinley rises 20,320 feet into the air.
b. It is the highest mountain in North America.
10. a. Our hockey team is ranked third in the state.
b. Our team is the Bruins.

14.5 ADJECTIVE AND ADVERB CLAUSES

When two sentences share information, one of the sentences can often be made into an adjective clause modifying a word in the other sentence.

- EXAMPLE** a. Carla and Darla entered the dance contest.
- b. Carla and Darla **are identical twins.** [*who . . .*]
 Carla and Darla, **who are identical twins**, entered the dance contest.

The new information (in blue type) in sentence *b* becomes an adjective clause modifying *Carla and Darla*. *Who* now connects the clauses. Notice the commas in the new sentence. Adjective clauses that add nonessential information are set off with commas. Those that add essential information are not. (For more information about adjective clauses, see page 195.)

An adjective clause is a subordinate clause that modifies a noun or a pronoun in the main clause. A relative pronoun, such as *who*, *whom*, *whose*, *which*, or *that*, is used to tie the adjective clause to the main clause. The words *where* and *when* can also be used as connectors.

You can also use adverb clauses to combine sentences. Adverb clauses are especially effective in showing relationships between actions. For example, an adverb clause can show when one action takes place in relation to another.

- EXAMPLE** a. Lee read a great deal as a boy.
- b. He was recovering from an accident. [*while*]
 Lee read a great deal as a boy **while he was recovering from an accident.**

In the new sentence, the adverb clause *while he was recovering from an accident* modifies the verb *read*. The adverb clause tells when Lee read a great deal. Note that the subordinating conjunction *while* makes the relationship between the two actions clear. An adverb clause may occupy different positions within a sentence. If it begins the sentence, it's followed by a comma. (For more information about adverb clauses, see pages 198–199.)

An **adverb clause** is a subordinate clause that often modifies the verb in the main clause. Adverb clauses are introduced by subordinating conjunctions, such as *after, although, as, because, before, if, since, unless, until, when, whenever, where, wherever, and while*.

PRACTICE Combining Sentences with Adjective and Adverb Clauses

Combine the sentences in items 1–5 by changing the new information in the second sentence to an adjective clause and adding it to the first sentence. For items 1–3, the new information in the second sentence is shown in *italics*. Begin your clause with the word in brackets. Add commas if they're needed.

Combine the sentences in items 6–10 by changing the information in one sentence to an adverb clause and adding it to the other sentence. Begin your clause with the word in brackets. Add a comma if it's needed.

1. a. Martin would only eat a certain kind of bread.
b. The bread *came from San Francisco*. [that]
2. a. The Lakota followed the herds.
b. They *depended on buffalo for food*. [who]
3. a. Flora was named after her grandmother.
b. The *name means "flower."* [whose]
4. a. The brother and sister earn twenty dollars a week.
b. They mow our yard. [who]
5. a. The golfer was Tiger Woods.
b. We wanted him to win. [whom]
6. a. I bring out the bridle. [Whenever]
b. The pony runs away.
7. a. Everyone waited restlessly.
b. The band appeared on stage. [until]
8. a. He had played before crowds many times. [Because]
b. The young violinist was not nervous.

9. a. Everyone in the boat remains calm. [As long as]
b. We will ride out the storm safely.
10. a. Our basement invariably gets wet.
b. We have a heavy rain. [after]

PRACTICE Proofreading

Rewrite the following passage, combining sentences that are closely related in meaning.

Pearl S. Buck

Pearl S. Buck was born in West Virginia. The year was 1892. Until 1934, she lived most of her life in China. Her parents were missionaries there.

Buck spent her childhood in Chinkiang. It is on the Yangtse River. She attended college in Virginia. She returned to China after graduation. She did missionary work. She also took care of her home and children. What is more, she taught English literature in Chinese universities.

In the 1920s, Buck began to write. She had a gift for conveying the life of ordinary Chinese peasants vividly. She conveyed it compassionately too. In 1931 she published *The Good Earth*. It is an epic story of peasant life in China. She won a Pulitzer Prize in 1932 for this novel. It has been translated into thirty languages. It is considered her finest work. Buck wrote over seventy books in all. In 1938 she became the first woman to win a Nobel Prize in Literature.

POSTTEST Compound Elements

Combine the sentences in each numbered item by using a coordinating conjunction. Add commas where they're needed. (Hint: Combine the elements listed in brackets at the end of each pair of sentences.)

1. a. Rosario is giving his report today.
b. Rosie is giving her report today. [subjects]
2. a. Mr. Heredia rides his motorcycle on weekends.
b. Mr. Heredia rides his jet ski on weekends. [direct objects]
3. a. Tom Hanks has proven his talent as an actor.
b. He has also proven his talent as a director. [objects of preposition]
4. a. Anne-Marie plays soccer.
b. Anne-Marie runs on the track team. [predicates]
5. a. Helen made Mia a puppet.
b. Helen made Noah a puppet. [indirect objects]
6. a. Mom loves to wear perfume.
b. Dad is allergic to most fragrances. [sentences]
7. a. Jeannine does the catering for large parties.
b. Bob provides the entertainment. [sentences]
8. a. Courtney may go for a swim in the lake.
b. She might just lie on the beach. [sentences]
9. a. The library will extend the lending period to three weeks.
b. The fine for overdue books will double. [sentences]
10. a. H. H. Munro preferred to be anonymous as an author.
b. He took the pen name Saki. [sentences]

POSTTEST **Prepositional Phrases and Appositive Phrases**

Combine the sentences in each numbered item by adding the new information in the second sentence to the first sentence in the form of a prepositional phrase or an appositive phrase.

- 11.** a. Joy, Jacob, and Natasha carried the supplies.
b. They carried them into camp.
- 12.** a. Jesse Stuart wrote *The Thread That Runs So True*.
b. It is a book about his teaching days in Kentucky.
- 13.** a. Norm poured birdseed.
b. He poured it into the bird feeder.
- 14.** a. Evelyn drank the lemonade.
b. She drank it with great enjoyment.
- 15.** a. The Washington Monument towers over the landscape.
b. It is a white marble obelisk over 555 feet tall.
- 16.** a. This episode explores black holes.
b. It is an episode of the science program *Nova*.
- 17.** a. The class was held in the apartment's recreation lounge.
b. The lounge was a large room with tables, chairs, and game tables.
- 18.** a. Delores Huerta is a hero to her people.
b. She is a tireless activist for the rights of migrant workers.
- 19.** a. Joanie dangled her blistered feet.
b. She dangled them in the cool river water.
- 20.** a. At Rosita's Restaurant, I order guacamole.
b. Guacamole is a dip made with avocados.

POSTTEST Adjective and Adverb Clauses

Combine the sentences in items 21–25 by changing the new information in the second sentence to an adjective clause and adding it to the first sentence. Begin your clause with the word in brackets. Add commas if they're needed.

Combine the sentences in items 26–30 by changing the information in one sentence to an adverb clause and adding it to the other sentence. Begin your clause with the word in brackets. Add a comma if it's needed.

21. a. A person is not kind or likable.
b. The person is mean to animals. [who]
22. a. My phone is a digital cordless machine.
b. I purchased it at the electronics store last week.
[which]
23. a. Someday there will be an electric car.
b. It will travel just as fast as a gas-powered car. [that]
24. a. The librarian told us to be quiet.
b. Her face had grown stern. [whose]
25. a. The chief of police will be retiring this year.
b. Everyone agrees he has done a fine job. [who]
26. a. The parents are both long-haired cats. [Although]
b. Their kitten has short hair.
27. a. We finally arrived at the concert.
b. The band was playing its finale. [as]
28. a. I use ammonia-based cleaners. [Whenever]
b. I break out in a rash.
29. a. No one is to leave the mansion.
b. We check everyone's alibi. [until]
30. a. Felicia took a child-care class.
b. She wanted to be a better baby-sitter. [because]

Spelling and Vocabulary

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15.1 SPELLING RULES CCSS L.8.2c

English spelling often seems to make no sense. Usually there are historical reasons for the spellings we use today, but you don't need to study the history of the English language to spell correctly. The rules in this section work most of the time, but there are exceptions to every rule. When you're not sure how to spell a word, the best thing to do is check a dictionary.

Spelling *ie* and *ei*

An easy way to learn when to use *ie* and when to use *ei* is to memorize a simple rhyming rule. Then learn the common exceptions to the rule.

RULE	EXAMPLES
WRITE / BEFORE <i>E</i>	achieve, believe, brief, chief, die, field, friend, grief, lie, niece, piece, pier, quiet, retrieve, tie, yield
EXCEPT AFTER <i>C</i>	ceiling, conceit, conceive, deceit, deceive, receipt, receive
OR WHEN SOUNDED LIKE <i>A</i> , AS IN <i>NEIGHBOR</i> AND <i>WEIGH</i> .	eight, eighty, freight, neigh, reign, sleigh, veil, vein, weigh, weight
Some exceptions: caffeine, either, foreign, forfeit, height, heir, leisure, neither, protein, seize, species, their, weird; words ending in <i>cient</i> (<i>ancient</i>) and <i>cience</i> (<i>conscience</i>); plurals of nouns ending in <i>cy</i> (<i>democracies</i>); the third-person singular form of verbs ending in <i>cy</i> (<i>fancies</i>); words in which <i>i</i> and <i>e</i> follow <i>c</i> but represent separate sounds (<i>science, society</i>)	

Words Ending in *cede*, *ceed*, and *sede*

The only English word ending in *sede* is *supersede*.
Three words end in *ceed*: *proceed*, *exceed*, and *succeed*.
You can remember these three words by thinking of the following sentence.

EXAMPLE If you **proceed** to **exceed** the speed limit, you will **succeed** in getting a ticket.

All other words ending with the “seed” sound are spelled with *cede*: *precede*, *recede*, *secede*.

Adding Prefixes

Adding prefixes is easy. Keep the spelling of the root word and add the prefix. If the last letter of the prefix is the same as the first letter of the word, keep both letters.

un- + happy = unhappy

co- + operate = cooperate

dis- + appear = disappear

il- + legal = illegal

re- + enlist = reenlist

un- + natural = unnatural

mis- + spell = misspell

im- + migrate = immigrate

Adding Suffixes

When you add a suffix beginning with a vowel, double the final consonant if the word ends in a **single consonant following a single vowel** *and*

- the word has one syllable

mud + -y = muddy

sad + -er = sadder

put + -ing = putting

stop + -ed = stopped

- the word is stressed on the last syllable and the stress remains on the same syllable after the suffix is added

occur + -ence = occurrence

repel + -ent = repellent

regret + -able = regrettable

commit + -ed = committed

begin + -ing = beginning

refer + -al = referral

Don't double the final letter if the word ends in *s*, *w*, *x*, or *y*: *buses*, *rowing*, *waxy*, *employer*.

Don't double the final consonant before the suffix *-ist* if the word has more than one syllable: *druggist* but *violinist*, *guitarist*.

Adding suffixes to words that end in *y* can cause spelling problems. Study these rules and note the exceptions.

When a word ends in a vowel and *y*, keep the *y*.

play + *-s* = plays

joy + *-ous* = joyous

obey + *-ed* = obeyed

annoy + *-ance* = annoyance

buy + *-ing* = buying

enjoy + *-ment* = enjoyment

employ + *-er* = employer

enjoy + *-able* = enjoyable

joy + *-ful* = joyful

boy + *-ish* = boyish

joy + *-less* = joyless

coy + *-ly* = coyly

SOME EXCEPTIONS: gay + *-ly* = gaily, day + *-ly* = daily,

pay + *-d* = paid, lay + *-d* = laid, say + *-d* = said

When a word ends in a consonant and *y*, change the *y* to *i* before any suffix that doesn't begin with *i*. Keep the *y* before suffixes that begin with *i*.

carry + *-es* = carries

deny + *-al* = denial

dry + *-ed* = dried

rely + *-able* = reliable

easy + *-er* = easier

mercy + *-less* = merciless

merry + *-ly* = merrily

likely + *-hood* = likelihood

happy + *-ness* = happiness

accompany + *-ment* =

beauty + *-ful* = beautiful

accompaniment

fury + *-ous* = furious

carry + *-ing* = carrying

defy + *-ant* = defiant

baby + *-ish* = babyish

vary + *-ation* = variation

lobby + *-ist* = lobbyist

SOME EXCEPTIONS: shy + *-ly* = shyly, dry + *-ly* = dryly, shy + *-ness* = shyness, dry + *-ness* = dryness, biology + *-ist* = biologist, economy + *-ist* = economist, baby + *-hood* = babyhood

Usually a **final silent e** is dropped before a suffix, but sometimes it's kept. The following chart shows the basic rules for adding suffixes to words that end in silent e.

ADDING SUFFIXES TO WORDS THAT END IN SILENT E

RULE

EXAMPLES

Drop the e before suffixes that begin with a vowel.

care + -ed = cared
dine + -ing = dining
move + -er = mover
type + -ist = typist
blue + -ish = bluish
arrive + -al = arrival
desire + -able = desirable
accuse + -ation = accusation
noise + -y = noisy

Some exceptions

mile + -age = mileage
dye + -ing = dyeing

Drop the e and change *i* to *y* before the suffix *-ing* if the word ends in *ie*.

die + -ing = dying
lie + -ing = lying
tie + -ing = tying

Keep the e before suffixes that begin with *a* and *o* if the word ends in *ce* or *ge*.

dance + -able = danceable
change + -able = changeable
courage + -ous = courageous

Keep the e before suffixes that begin with a vowel if the word ends in *ee* or *oe*.

see + -ing = seeing
agree + -able = agreeable
canoe + -ing = canoeing
hoe + -ing = hoeing

Some exceptions

free + -er = freer
free + -est = freest

Keep the e before suffixes that begin with a consonant.

grace + -ful = graceful
state + -hood = statehood
like + -ness = likeness
encourage + -ment = encouragement
care + -less = careless
sincere + -ly = sincerely

RULE	EXAMPLES
Some exceptions	awe + -ful = awful judge + -ment = judgment argue + -ment = argument true + -ly = truly due + -ly = duly whole + -ly = wholly
Drop <i>e</i> before the suffix <i>-ly</i> when the word ends with a consonant and <i>e</i> .	possible + -ly = possibly sniffle + -ly = sniffly sparkle + -ly = sparkly gentle + -ly = gently

When a word ends in *ll*, drop one *l* when you add the suffix *-ly*.

dull + -ly = dully

full + -ly = fully

chill + -ly = chilly

hill + -ly = hilly

Compound Words

Keep the original spelling of both parts of a compound word.

Remember that some compounds are one word, some are two words, and some are hyphenated. Check a dictionary when in doubt.

foot + lights = footlights

fish + hook = fishhook

busy + body = busybody

with + hold = withhold

book + case = bookcase

book + keeper = bookkeeper

light + house = lighthouse

heart + throb = heartthrob

Spelling Plurals

A singular noun names one person, place, thing, or idea. A plural noun names more than one. To form the plural of most nouns, you simply add *-s*. The following chart shows other basic rules.

GENERAL RULES FOR FORMING PLURALS

NOUNS ENDING IN	TO FORM PLURAL	EXAMPLES
<i>ch, s, sh, x, z</i>	Add -es.	lunch → lunches bus → buses dish → dishes box → boxes buzz → buzzes
a vowel and <i>y</i>	Add -s.	boy → boys turkey → turkeys
a consonant and <i>y</i>	Change <i>y</i> to <i>i</i> and add -es.	baby → babies penny → pennies
a vowel and <i>o</i>	Add -s.	radio → radios rodeo → rodeos
a consonant and <i>o</i>	Usually add -es.	potato → potatoes tomato → tomatoes hero → heroes echo → echoes
	Sometimes add -s.	zero → zeros photo → photos piano → pianos
<i>f</i> or <i>fe</i>	Usually change <i>f</i> to <i>v</i> and add -s or -es.	wife → wives knife → knives life → lives leaf → leaves half → halves shelf → shelves wolf → wolves thief → thieves
	Sometimes add -s.	roof → roofs chief → chiefs cliff → cliffs giraffe → giraffes

The plurals of **proper names** are formed by adding **-es** to names that end in *ch*, *s*, *sh*, *x*, or *z*.

EXAMPLE The **Woodriches** live on Elm Street.

EXAMPLE There are two **Jonases** in our class.

EXAMPLE Have you met your new neighbors, the **Gomezes**?

Just add **-s** to form the plural of all other proper names, including those that end in *y*.

EXAMPLE The **Kennedys** are a famous American family.

EXAMPLE I know three **Marys**.

EXAMPLE The last two **Januarys** have been especially cold.

To form the plural of a **compound noun written as one word**, follow the general rules for plurals. To form the plural of **hyphenated compound nouns** or **compound nouns of more than one word**, usually make the most important word plural.

EXAMPLE A dozen **mailboxes** stood in a row at the entrance to the housing development.

EXAMPLE The two women's **fathers-in-law** have never met.

EXAMPLE The three **post offices** are made of brick.

Some nouns have **irregular plural forms** that don't follow any rules.

man → men

woman → women

child → children

foot → feet

tooth → teeth

mouse → mice

goose → geese

ox → oxen

Some nouns have the same singular and plural forms. Most of these are the names of animals, and some of the plural forms may be spelled in more than one way.

deer → deer

sheep → sheep

head (cattle) → head

Sioux → Sioux

series → series

species → species

fish → fish *or* fishes

antelope → antelope *or* antelopes

buffalo → buffalo *or* buffaloes *or* buffalos

PRACTICE Spelling Rules

Find the misspelled word in each group and write it correctly.

1. sleigh, niether, quiet
2. shutting, slammed, fited
3. radioes, folios, pillows
4. seed, excede, intercede
5. fancyful, sleepiness, wearying
6. Clintons, Bushs, Mondays
7. posing, likelihood, glanceing
8. hometown, lifeboat, hommaker
9. teeth, mice, gese
10. inattentive, misspoken, restabish

15.2 IMPROVING YOUR SPELLING CCSS L.8.2c

You can improve your spelling by improving your study method. You can also improve your spelling by thoroughly learning certain common but frequently misspelled words.

HOW TO STUDY A WORD

By following a few simple steps, you can learn to spell new words. Pay attention to unfamiliar or hard-to-spell words in your reading. As you write, note words that you have trouble spelling. Then use the steps below to learn to spell those difficult words.

1. Say It

Look at the word and say it aloud. Say it again, pronouncing each syllable clearly.

2. See It

Close your eyes. Picture the word in your mind. Visualize the word letter by letter.

3. Write It

Look at the word again and write it two or three times. Then write the word without looking at the printed spelling.

4. Check It

Check your spelling. Did you spell the word correctly? If not, repeat each step until you can spell the word easily.

Get into the habit of using a dictionary to find the correct spelling of a word. How do you find a word if you can't spell it? Write down letters and letter combinations that could stand for the sound you hear at the beginning of the word. Try these possible spellings as you look for the word in a dictionary.

SPELLING PROBLEM WORDS

The following words are often misspelled. Look for your problem words in the list. What words would you add to the list?

Often Misspelled Words

absence	definite	laboratory
accidentally	descend	leisure
accommodate	develop	library
achievement	discipline	license
adviser	disease	maintenance
alcohol	dissatisfied	medicine
all right	eligible	mischievous
analyze	embarrass	misspell
answer	envelope	modern
athlete	environment	molasses
attendant	essential	muscle
ballet	familiar	necessary
beautiful	February	neighborhood
beginning	foreign	niece
believe	forty	ninety
beneficial	fulfill	noticeable
blaze	funeral	nuisance
business	genius	occasion
cafeteria	government	original
canceled	grammar	pageant
canoe	guarantee	parallel
cemetery	height	permanent
changeable	humorous	physical
choir	hygiene	physician
college	imaginary	picnic
colonel	immediate	pneumonia
commercial	incidentally	privilege
convenient	incredibly	probably
courageous	jewelry	pronunciation
curiosity	judgment	receipt

Often Misspelled Words, *continued*

receive	separate	traffic
recognize	similar	truly
recommend	sincerely	unanimous
restaurant	souvenir	usually
rhythm	succeed	vacuum
ridiculous	technology	variety
schedule	theory	various
sense	tomorrow	Wednesday

PRACTICE Spelling Problem Words

Find each misspelled word and write it correctly.

1. You must reconize the importance of car maintnence.
2. Dancers must have a good sence of rithum.
3. He has an appointment for a phisical exam tommorow.
4. If pronounciation is poor, you may misspell words.
5. Even with the advantages of modern medecine, pnunomia is a serious illness.
6. Are you familliar with the esential rules of grammar?
7. It will not be convenient to accomodate more people.
8. We accidentally overturned our canew in the rapids.
9. The game won't be canseled on a beutiful day like this.
10. That ninty-day guarantee is worthless.

15.3 USING CONTEXT CLUES

The surest way to learn the meaning of a new word is to use a dictionary. However, you won't always have a dictionary handy. You can often figure out the meaning of an unfamiliar word by looking for clues in the words and sentences around it. These surrounding words and sentences are called the context.

USING SPECIFIC CONTEXT CLUES

Writers often give clues to the meaning of unfamiliar words. Sometimes they even tell you exactly what a word means. The following chart shows five types of specific context clues. It also gives examples of words that help you identify the type of context clue.

INTERPRETING CLUE WORDS IN CONTEXT		
TYPE OF CONTEXT CLUE	CLUE WORDS	EXAMPLES
Definition The meaning of the unfamiliar word is given in the sentence.	in other words or that is which is which means	Jamake <i>inscribed</i> his name; that is , he wrote his name on the card. Jaleesa put the wet clay pot in the <i>kiln</i> , or oven, to harden.
Example The meaning of the unfamiliar word is explained through familiar examples.	for example for instance including like such as	Some people are afraid of <i>arachnids</i> , such as spiders and ticks. The new program has been <i>beneficial</i> for the school; for example , test scores are up, and absences are down.

chart continued on next page

TYPE OF CONTEXT CLUE	CLUE WORDS	EXAMPLES
Comparison The unfamiliar word is compared to a familiar word or phrase.	also identical like likewise resembling same similarly too	Maria thought the dress was <i>gaudy</i> . Lisa, too , thought it was flashy. A <i>rampant</i> growth of weeds and vines surrounded the old house. The barn was likewise covered with uncontrolled and wild growth.
Contrast The unfamiliar word is contrasted to a familiar word or phrase.	but however on the contrary on the other hand unlike	Robins are <i>migratory</i> birds, unlike sparrows, which live in the same region all year round. Martin didn't <i>bungle</i> the arrangements for the party; on the contrary , he handled everything smoothly and efficiently.
Cause and effect The unfamiliar word is explained as part of a cause-and-effect relationship.	as a result because consequently therefore thus	Because this rubber raft is so <i>buoyant</i> , it will float easily. Kevin is very <i>credulous</i> ; consequently , he'll believe almost anything.

USING GENERAL CONTEXT

Sometimes there are no special clue words to help you understand an unfamiliar word. However, you can still use the general context. That is, you can use the details in the words or sentences around the unfamiliar word. Read the following sentences:

Joel was chosen student **liaison** to the faculty.
Everyone hoped his appointment would improve communication between the students and the teachers.

The first sentence tells you that Joel is serving as a kind of connection between the students and the faculty. The word *communication* helps you figure out that being a liaison means acting as a line of communication between two groups.

PRACTICE Using Context Clues

Use context clues to figure out the meaning of the italicized word. Write the meaning. Then write definition, example, comparison, contrast, cause and effect, or general to tell what type of context clue you used to define the word.

1. The pirate's treasure was thought to be *irrecoverable*, but through technology, it was brought to the surface.
2. Early people discovered that meat left untreated would *putrefy*; thus, they learned to preserve it in salt.
3. On payday, Frank likes to *splurge*. His friend Bill also likes to go out and spend his money freely.
4. My great-grandmother was a keen *suffragist*; that is, she worked for women's right to vote.
5. The *depletion* of resources is cause for concern. For example, petroleum reserves are running low.
6. The theater critic loved to *hobnob* with celebrities, chatting and partying with them whenever she could.
7. Some monkeys have *prehensile* tails. Most animals, however, cannot grasp objects with their tails.
8. We finally found the antique iron in the attic after we had *foraged* for it for an hour.
9. These instructions are truly *nebulous*; in other words, they are simply too vague to make any sense.
10. Miriam *gloated* when she got an A on the test; Hassim, likewise, told everyone about how well he had done.

15.4 ROOTS, PREFIXES, AND SUFFIXES

You can often figure out the meaning of an unfamiliar word by dividing it into parts. The main part of the word is called the root, and it carries the word's basic meaning. A root is often a word by itself. For example, *read* is a word. When a prefix or a suffix is added to it, *read* becomes a root, as in *unreadable*.

Prefixes and suffixes can be added to a root to change its meaning. A prefix is added to the beginning of a root. A suffix is added to the end of a root. A word can have both a prefix and a suffix: *un* + *read* + *able* = *unreadable*.

ROOTS

The root of a word carries the main meaning. Some roots, like *read*, can stand alone. Other roots may have parts added to make a complete word. For example, the root *port* ("carry") by itself is a place to which ships carry goods. Combined with a prefix, it can become *report*, *deport*, or *transport*. Add a suffix and you can get *reporter*, *department*, or *transportation*.

Learning the meanings of common roots can help you figure out the meanings of many unfamiliar words. The following chart shows some common roots.

ROOTS

ROOTS	WORDS	MEANINGS
<i>bio</i> means "life"	biography biosphere	a written story of a person's life the part of the atmosphere where living things exist
<i>dec</i> or <i>deca</i> means "ten"	decade decathlon	ten years an athletic contest consisting of ten events
<i>dent</i> means "tooth"	dentist trident	a doctor who treats the teeth a spear with three prongs, or teeth
<i>dict</i> means "to say"	dictionary dictator predict	a book of words one who rules absolutely to say before (something happens)
<i>duc</i> or <i>duct</i> means "to lead"	conductor produce	one who leads or directs to bring into existence
<i>flect</i> or <i>flex</i> means "to bend"	flexible reflect	able to bend to bend back (light)
<i>graph</i> means "to write" or "writing"	autograph biography	one's own signature a written story of a person's life
<i>lect</i> means "speech"	lecture dialect	a speech the speech of a certain region
<i>miss</i> or <i>mit</i> means "to send"	omit missile	to fail to send or include something sent through the air or by mail
<i>phon</i> means "sound" or "voice"	phonograph telephone	an instrument for playing sounds a device for transmitting voices over a distance
<i>port</i> means "to carry"	transport porter	to carry across a distance one who carries baggage

ROOTS	WORDS	MEANINGS
<i>script</i> means "writing"	prescription	a written order for medicine
	postscript	a message added at the end of a letter
<i>spec</i> or <i>spect</i> means "to look" or "to watch"	spectator	one who watches
	inspect	to look closely
	prospect	to look for (mineral deposits)
<i>tele</i> means "distant"	telephone	a device for transmitting voices over a distance
	television	a device for transmitting pictures over a distance
<i>tri</i> means "three"	triathlon	an athletic contest consisting of three events
	tricycle	a three-wheeled vehicle
<i>vid</i> or <i>vis</i> means "to see"	vision	the ability to see
	videotape	a recording of visual images
<i>voc</i> or <i>vok</i> means "to call"	vocation	an inclination, or call, to a certain pursuit
	revoke	to recall or take back

PREFIXES

The following chart shows some prefixes and their meanings. Notice that some prefixes, such as *dis-*, *in-*, *non-*, and *un-*, have the same or nearly the same meaning. A single prefix may have more than one meaning. The prefix *in-*, for example, can mean "into," as in *inject*, as well as "not," as in *indirect*. The prefix *re-* can mean "again" or "back."

Note that *il-*, *im-*, *in-*, and *ir-* are variations of the same prefix. *Il-* is used before roots that begin with *l* (*illegal*); *im-* is used before roots that begin with *m* (*immature*); and *ir-* is used before roots that begin with *r* (*irregular*). *In-* is used before all other letters.

PREFIXES

CATEGORIES	PREFIXES	WORDS	MEANINGS
Prefixes that reverse meanings	<i>de-</i> means "remove from" or "reduce"	defrost devalue	to remove frost to reduce the value of
	<i>dis-</i> means "not" or "do the opposite of"	disagreeable disappear	not agreeable to do the opposite of appear
	<i>in-</i> , <i>il-</i> , <i>im-</i> , and <i>ir-</i> mean "not"	incomplete illegal immature irregular	not complete not legal not mature not regular
	<i>mis-</i> means "bad," "badly," "wrong," or "wrongly"	misfortune misbehave misdeed misjudge	bad fortune to behave badly a wrong deed to judge wrongly
	<i>non-</i> means "not" or "without"	nonathletic nonfat	not athletic without fat
	<i>un-</i> means "not" or "do the opposite of"	unhappy untie	not happy to do the opposite of tie
Prefixes that show relationship	<i>co-</i> means "with," "together," or "partner"	coworker coexist coauthor	one who works with another to exist together an author who writes as a partner with another
	<i>inter-</i> means "between"	interscholastic	between schools
	<i>post-</i> means "after"	postseason	after the regular season
	<i>pre-</i> means "before"	preseason	before the regular season

CATEGORIES	PREFIXES	WORDS	MEANINGS
	<i>re-</i> means “back” or “again”	repay recheck	to pay back to check again
	<i>sub-</i> means “under” or “below”	submarine substandard	under the sea below standard
	<i>super-</i> means “more than”	superabundant	more than abundant
	<i>trans-</i> means “across”	transport	to carry across a distance
Prefixes that show judgment	<i>anti-</i> means “against”	antiwar	against war
	<i>pro-</i> means “in favor of”	progovernment	in favor of the government
Prefixes that show number	<i>bi-</i> means “two”	bicycle	a two-wheeled vehicle
	<i>semi-</i> means “half” or “partly”	semicircle semisweet	half a circle partly sweet
	<i>uni-</i> means “one”	unicycle	a one-wheeled vehicle

SUFFIXES

A suffix added to a word can change the word’s part of speech as well as its meaning. For example, adding the suffix *-er* to *read* (a verb) makes *reader* (a noun). Adding *-less* to *faith* (a noun) makes *faithless* (an adjective).

The following chart shows some common suffixes and their meanings. Notice that some suffixes, such as *-er*, *-or*, and *-ist*, have the same or nearly the same meaning. A single suffix may have more than one meaning. The suffix *-er*, for example, can also mean “more,” as in *bigger*.

SUFFIXES

CATEGORIES	SUFFIXES	WORDS	MEANINGS
Suffixes that mean “one who” or “that which”	-ee, -eer	employee	one who is employed
		charioteer	one who drives a chariot
	-er, -or	worker	one who works
		sailor	one who sails
	-ian	physician	one who practices medicine (once called physic)
		musician	one who plays or studies music
-ist	pianist	one who plays the piano	
	chemist	one who works in chemistry	
Suffixes that mean “full of” or “having”	-ful	joyful	full of joy
		suspenseful	full of suspense
		beautiful	having beauty
	-ous	furious	full of fury
		famous	having fame
		courageous	having courage
Suffixes that show a state, a condition, or a quality	-hood	falsehood	quality of being false
	-ness	happiness	state of being happy
	-ship	friendship	condition of being friends
Suffixes that show an action or process or its result	-ance, -ence	performance conference	action of performing process of conferring
	-ation, -ion	flirtation invention	action of flirting result of inventing
	-ment	argument arrangement enjoyment	result of arguing result of arranging process of enjoying

CATEGORIES	SUFFIXES	WORDS	MEANINGS
Suffixes that mean “relating to,” “characterized by,” or “like”	-al	musical	relating to music
		comical	relating to comedy
	-ish	childish	like a child
		foolish	like a fool
Other common suffixes	-y	witty	characterized by wit
		hairy	characterized by hair
	-able and -ible	breakable	capable of being broken
	mean “capable of,” “fit for,” or “likely to”	collectible	fit for collecting
		agreeable	likely to agree
	-ize means “to cause to be” or “to become”	visualize	to cause to be made visual
		familiarize	to become familiar
	-less means “without”	hopeless	without hope
		careless	done without care
	-ly means “in a (certain) manner”	easily	in an easy manner
		sadly	in a sad manner

Notice that sometimes the spelling of a word changes when a suffix is added. For example, when *-ous* is added to *fury*, the *y* in *fury* changes to *i*. See pages 301–304 to learn more about spelling words with suffixes.

More than one suffix can be added to a single word. The following examples show how suffixes can change a single root word.

peace [noun]

peace + ful = peaceful [adjective]

peace + ful + ly = peacefully [adverb]

peace + ful + ness = peacefulness [noun]

PRACTICE Roots, Prefixes, and Suffixes

Divide the following words. Write their parts in three columns headed prefix, root, and suffix. In a fourth column, write another word that has the same prefix or the same suffix or both. Then write a definition for each word.

- 1.** reducible
- 2.** nonresistance
- 3.** invocation
- 4.** antiterrorist
- 5.** interviewer
- 6.** semiconsciousness
- 7.** untimely
- 8.** professional
- 9.** mistakable
- 10.** desalinize

Part Three

Composition

Chapter 16 Persuasive Essay

- 16.1 Plan
- 16.2 Draft
- 16.3 Revise
- 16.4 Edit
- 16.5 Publish

Chapter 17 Response Essay

- 17.1 Plan
- 17.2 Draft
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Chapter 18 Multi-Paragraph Essay

- 18.1 Plan
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Chapter 19 Research Report

- 19.1 Plan
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Chapter 20 Narrative

- 20.1 Plan
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- 20.5 Publish

Chapter 21 Graphic Organizers

Chapter 22 MLA Style Guide

The time to begin writing an article is when you have finished it to your satisfaction. By that time you begin to clearly and logically perceive what it is you really want to say.

—Mark Twain



Persuasive Essay

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16.5	Publish	333

Look around you. Magazines, newspapers, books, posters, letters, e-mails, blogs, radio and television programs—almost anything you read, see, or hear can include persuasion. One purpose of persuasive writing is to make readers, listeners, or viewers think or feel a certain way about an idea or a product. Another purpose is to make people take action. When you write to persuade, you try to convince your audience to think or act in a particular way. In order to persuade, you must catch and hold the attention of your audience.

Often persuasive writing begins by stating the writer's goal. Then evidence—information to support that goal—follows. An **argument** is a type of persuasive writing in which logic and reason are used to try to influence a reader's thoughts or actions. The end usually contains a reminder of what the writer wants you to do or think.

The instruction on the pages that follow will guide you through the process of writing a persuasive essay while meeting the Common Core State Standards for persuasive, or argumentative, writing. For a list of the writing and grammar Common Core State Standards, see pages 441–447.

16.1 PLAN

Graphic Organizers

During the Plan stage, you will gather and organize writing ideas. To help you do this, you may wish to use a graphic organizer, such as the Persuasive Essay Chart on page 383.

Identify Your Thesis

Write the topic of your persuasive essay. The **topic** is the general subject you wish to write about. Then write your **thesis**, or the main idea of your essay. A thesis is usually one or two sentences. In a persuasive essay, your thesis is your **claim**, or a statement of your position on the topic or issue.

Your thesis is related to your purpose and audience. Remember that your **purpose** is your reason for writing, and your **audience** includes the people who will be reading your essay.

To identify your thesis, consider

- what you want your audience to think about the topic
- which actions you want your audience to take after reading your essay **CCSS W.8.1a**

Gather Reasons and Evidence

Before you begin drafting, gather reasons and relevant evidence to support your thesis, or claim. Reasons explain why someone should accept the claim. Relevant evidence consists of examples, facts, and expert opinions that are directly related to your argument.

Be sure to **distinguish** between fact and opinion—that is, to recognize the differences between the two. A **fact** is a statement that can be proved to be true. An **opinion** is what someone believes, based on his or her personal viewpoint.

Write evidence you know from background knowledge. Then gather information from

- newspaper and magazine articles
- scholarly books and works of reference
- reliable Web sites
- interviews with experts

Evaluate your sources to make sure they are accurate and credible. An **accurate** source provides factual, true information. A **credible** source provides trustworthy information by authors who are experts or know a lot about the topic.

List your evidence. Take notes about how your evidence supports your thesis. Then identify whether each piece of evidence is a fact or an opinion. **CCSS W.8.1a, b**

Analyze Your Audience

In order to create strong arguments, writers of persuasive essays must think about opinions other than their own. Think about your topic, thesis, and audience. Consider and anticipate the **views**, **concerns**, and **counter-arguments** that others might have about your topic.

TERM	DEFINITION
View	a belief
Concern	a worry
Counter-argument, or alternate or opposing claim	a statement that opposes another argument

Take notes about how you would respond to other views and answer others' concerns and counter-arguments.

CCSS W.8.1a

16.2 DRAFT

Write the Introduction

Write your introductory paragraph. Your introduction should

- grab your readers’ attention
- state your topic
- introduce your thesis, or claim
- briefly explain why your audience should care about the issue **CCSS W.8.1a**

Write the Body: Organization

Organize your reasons and evidence in a logical structure. You might organize reasons and evidence using the following strategies:

STRATEGY	DEFINITION
Order of importance	to put the most important information first or last
Cause and effect	to describe an event or action and what results from it
Compare and contrast	to describe similarities and differences among things or ideas

Focus each paragraph around one main idea. Then include reasons and evidence that support that idea. Make sure your reasons and evidence directly relate to your thesis, or claim. Clearly identify facts and opinions. The organization of your essay should help your readers to easily identify your claim and to distinguish it from alternate or opposing claims.

As you develop your essay, build on your ideas to create a focused, organized, and **coherent** draft. A draft that has coherence has consistency. The sections of a coherent draft build on one another in a way that makes sense.

CCSS W.8.1a, b, c, W.8.4

Write the Body: Analyze Audience

As you write, show your readers that you understand your topic and issue. Include views, concerns, and counter-arguments that your readers might have about your topic and thesis. Then respond to these views, concerns, and counter-arguments using logical reasons and relevant evidence. To strengthen your argument, be sure that you include counter-claims, or brief arguments that attempt to disprove opposing opinions.

Point out the strengths and limitations of your claims based on what your audience knows about the issue and the concerns your audience may have. **CCSS W.8.1a, b**

Write the Body: Word Choice

Use transitions to clarify the relationships among your claim, counter-claims, reasons, and evidence. **Transitions** are words and phrases that show the relationship between ideas or events. In a coherent essay, the ideas in sentences and paragraphs are organized logically and linked clearly so the reader understands how each new paragraph relates to the argument.

Use some of the transitions on the following page to clarify the ideas in your essay.

RELATIONSHIP	EXAMPLES OF TRANSITIONS
Addition	<i>also, and, besides, both . . . and, furthermore, in addition</i>
Contrast	<i>but, however, instead, nevertheless, on the contrary, on the other hand, still, yet</i>
Importance	<i>first, last, mainly, most important, most of all</i>
Cause and effect	<i>as a result, consequently, for, so, so that, then, therefore, thus</i>
Sequence	<i>after, as, before, next, since, then, until, when, while</i>

CCSS W.8.1c



Writing Tip

As you write, be sure to use and maintain a formal style. In formal writing, you usually write from the third-person point of view and avoid using slang, contractions, and conversational language.

CCSS W.8.1d

Write the Conclusion

Write an effective conclusion to your essay. Your conclusion should follow from and support the argument you present. Make sure your conclusion

- restates your thesis
- briefly summarizes your key ideas
- encourages readers to agree with your position
- encourages readers to take action **CCSS W.8.1e**

16.3 REVISE

Introduction to Revision

To revise your essay, you will focus on the content or the message of your writing. You will apply one or more of these four revision strategies:

- **Add** details and information to make the message clearer.
- **Delete** unnecessary words or ideas.
- **Replace** boring or overused words with stronger or more exact words.
- **Rearrange** phrases and sentences to be sure readers can understand the message.

The questions that follow will show you how to use these revision strategies. The questions will also help you rethink how well you've addressed issues of purpose, audience, and genre.

- Your **purpose** is your reason for writing. Your purpose might be to describe, explain, narrate, amuse, or persuade.
- The **audience** includes the people who will be reading your writing.
- The **genre** is the writing mode, such as story, poem, play, or essay. **CCSS W.8.4, W.8.5**

Focus and Coherence

Ask yourself:

- ✓ Does my essay have a clear focus?
- ✓ Do all parts work together so that my argument is clear and persuasive for readers?

Organization

Ask yourself:

- ✓ Does the beginning introduce the thesis?
- ✓ Does the middle follow a logical order?
- ✓ Does the conclusion support the argument?

CCSS W.8.1a, b, e

Development of Ideas

Ask yourself:

- ✓ Are my claim and counter-claims fully developed and supported by clear reasons and relevant evidence? CCSS

W.8.1b

Voice–Word Choice

Ask yourself:

- ✓ Does my essay include precise, formal language?
- ✓ Does my essay include effective transitions that link sentences and paragraphs? CCSS W.8.1c, d

Voice–Sentence Fluency

Ask yourself:

- ✓ Do the sentences vary in length and structure?
- ✓ Does the writing flow smoothly?



Revising Tip

As you revise, make sure you express ideas precisely and concisely.

Use a thesaurus to find exactly the right words to communicate your ideas. Vary your words and sentences to eliminate wordiness and

redundancy, or the use of too many words. CCSS L.8.3

16.4 EDIT

Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling.

Begin the editing stage by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought in a way that is grammatically correct. Use the checklist below to edit your sentences. **CCSS W.8.5, L.8.1**

Sentence-Editing Checklist

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Have I used verb tenses and forms correctly?
- ✓ Have I used pronouns and adjectives correctly?
- ✓ Are my sentences parallel?

Correct Errors in Mechanics and Spelling

Next check for and correct any errors in mechanics (punctuation and capitalization) and spelling.

Use the checklist below to edit your essay. You should also use a dictionary to check and confirm spellings.

CCSS L.8.2, c

Proofreading Checklist

- ✓ Have I used correct punctuation?
- ✓ Have I written possessives correctly?
- ✓ Have I spelled all words correctly?
- ✓ Have I used capital letters as needed?

Peer and Teacher Review

In addition to editing your own essay, you will revise your work through peer and teacher review. During **peer review**, you will share your writing with a partner or classmates in a writing group. You will discuss how you can each improve your writing. During **teacher review**, you will submit your essay to your teacher. Your teacher will read it and make suggestions on how to improve your essay.

You can use the **Peer Review Guide** on page 392 to respond to your classmates' writing.

16.5 PUBLISH

After you have written and polished your essay, you will publish and present it. You may wish to consider the following publishing and presenting options. Some of these options require you to collaborate with your classmates and to use technology:

- Submit your essay to your school newspaper.
- Send your essay as a letter to an appropriate Web site or online newspaper.
- Create a blog and use your essay to start an online class debate. **CCSS W.8.6**

Reflecting on your own writing can help you improve your writing skills. Use the **Reflection Guide** on page 393 to think about the writing you did in this workshop.

Response Essay

.....

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17.5	Publish	342

The goal of expository writing is to explain or inform. There are many types of expository writing, from essays to research reports. In a response essay, you examine a literary or expository text and explain your interpretation of the text.

Writing a response essay involves careful thought, planning, and organization. The instruction on the pages that follow will guide you through the process of writing a response essay while meeting the Common Core State Standards for expository writing. For a list of the writing and grammar Common Core State Standards, see pages 441–447.

17.1 PLAN

Graphic Organizers

During the Plan stage, you will gather and organize writing ideas. To do this, you may wish to use a graphic organizer, such as the Response Chart on page 384.

Identify Your Controlling Idea

Write down the literary or expository text to which you want to respond. Then write a controlling idea. The

controlling idea, or **thesis**, is the focus of your response essay. Your controlling idea should sum up your response. As you draft, you will give details and examples that support your controlling idea. You can revise your controlling idea as you draft your essay. **CCSS W.8.2, a**



Writing Tip

Don't worry about finalizing your controlling idea in the Plan stage.

As you gather evidence and draft your paper, you can narrow or

broaden your controlling idea. **CCSS W.8.2a**

Gather Evidence

Identify passages in the work in question that support the controlling idea of your essay. For example, if you are analyzing the author's style, you might look for sentences that help create a specific tone. **Style** is a writer's personal way of using language. The **tone** expresses the writer's feelings and attitude toward a topic or theme.

With your controlling idea in mind, write evidence from the text that you will include in your response essay.

Evidence is something that provides proof. Include quotations from the text. Then explain how the quotations and details support your controlling idea. **W.8.2b, W.8.9, a, b**

Synthesize Ideas

When you **synthesize** ideas, you combine ideas to create a new idea or reach a new understanding. You may synthesize ideas from several sources in order to support your controlling idea and main points. Sources may include

- personal experience
- books, stories, essays, and articles
- Web sites

Continue recording evidence. Take notes about the related ideas from your sources. Then synthesize these ideas with

details from the text. As you synthesize, you may need to revise your controlling idea. **W.8.2b, W.8.9a, b**

17.2 DRAFT

Write the Introduction

An effective introduction grabs the readers’ interest and previews what is to follow. It introduces your focus, clearly stating your controlling idea.

You might begin your response essay with one of the following rhetorical elements:

ELEMENT	DEFINITION
Quotation	well-chosen words from the selection
Description	words that describe a setting, person, or event by appealing to the senses
Rhetorical question	a question to which no answer is expected
Anecdote	a brief story based on an interesting or amusing event from a person’s life
Analogy	a comparison between two things that may not be similar
Parallelism	the use of a series of words, phrases, or sentences that have similar grammatical structure
Repetition	the repeated use of a word, phrase, sound, or other part of a text

Write your introduction. Include two rhetorical elements. You might freewrite several introductions before deciding on the best one. **CCSS W.8.2a**

Write the Body Paragraphs

Use a logical structure to organize your major points and ideas. Organize details into broader **categories** to help readers see how the details relate to one another and to the controlling idea.

You may organize ideas using the strategies in the following chart. Then write the body of your essay.

STRATEGY	DEFINITION
Order of importance	to explain the most important ideas first or last
Comparison and contrast	to describe similarities and differences between things
Cause and effect	to describe an event and what results from it
Sequence of events	to discuss events in the order that they happened

CCSS W.8.2a, b



Writing Tip

Make sure the facts and details you include are not **extraneous**, or unnecessary. The facts and details should relate to your controlling idea. **CCSS W.8.2b, W.8.9a, b**

Maintain a Formal Style

Throughout your essay, use precise language and vocabulary that is specific to your topic. Be sure to use and maintain a formal style. In formal writing, you usually write

from the third-person point of view and avoid using slang, contractions, and conversational language. **CCSS W.8.2d–e**

Use Transitions

To make your writing flow smoothly, use transitions to link sentences and paragraphs. **Transitions** are words and phrases that show the relationship between ideas or events. Use some of the following transitions to clarify the ideas in your response:

RELATIONSHIP	EXAMPLES OF TRANSITIONS
Addition	<i>also, and, besides, both . . . and, furthermore, in addition</i>
Contrast	<i>but, however, instead, nevertheless, on the contrary, on the other hand, still, yet</i>
Importance	<i>first, last, mainly, most important, most of all</i>
Cause and effect	<i>as a result, consequently, for, so, so that, then, therefore, thus</i>
Sequence	<i>after, as, before, next, since, then, until, when, while</i>

CCSS W.8.2c

Write the Conclusion

Write an effective conclusion to your response. Your conclusion should

- restate your controlling idea
- summarize your main points
- support the information presented
- give your readers something further to think about

CCSS W.8.2.f

17.3 REVISE

Introduction to Revision

To revise your response essay, you will focus on the content or the message of your writing. You will apply one or more of these four revision strategies:

- **Add** details and information to make the message clearer.
- **Delete** unnecessary words or ideas.
- **Replace** boring or overused words with stronger or more exact words.
- **Rearrange** phrases and sentences to be sure readers can understand the message.

The questions that follow will show you how to use these revision strategies. The questions will also help you rethink how well you've addressed purpose, audience, and genre.

- Your **purpose** is your reason for writing. Your purpose might be to describe, explain, narrate, amuse, or persuade.
- The **audience** includes the people who will be reading your writing.
- The **genre** is the writing mode, such as story, poem, play, or essay. **CCSS W.8.4, W.8.5**

Focus and Coherence

Ask yourself:

- ✓ Does the essay have a clear focus?
- ✓ Do all the parts work together so that readers understand my purpose and ideas? **CCSS W.8.2a**

Organization

Ask yourself:

- ✓ Does the introduction state the controlling idea?
- ✓ Does the body explain my ideas?
- ✓ Does the conclusion summarize my essay? **CCSS W.8.2a, f**

Development of Ideas

Ask yourself:

- ✓ Are my points supported by appropriate evidence?
CCSS W.8.2b, W.8.9a, b

Voice–Word Choice

Ask yourself:

- ✓ Does my essay include precise words and vocabulary that are specific to my topic?
- ✓ Does my essay include transitions that link sentences and paragraphs? **CCSS W.8.2c, d**

Voice–Sentence Fluency

Ask yourself:

- ✓ Do the sentences vary in length and structure?
- ✓ Does the writing flow smoothly?

17.4 EDIT

Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling.

Begin the editing stage by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought and is grammatically correct. Use the checklist on the following page to edit your sentences. **CCSS W.8.5, L.8.1, L.8.3**

Sentence-Editing Checklist

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Have I used verb tenses and forms correctly?
- ✓ Have I used pronouns and adjectives correctly?
- ✓ Are my sentences parallel?

Correct Errors in Mechanics and Spelling

Next check for and correct any errors in mechanics (punctuation and capitalization) and spelling.

Use the checklist below to edit your essay. You should also use a dictionary to check spellings. **CCSS L.8.2, c**

Proofreading Checklist

- ✓ Have I used correct punctuation?
- ✓ Have I written possessives correctly?
- ✓ Have I spelled all words correctly?
- ✓ Have I used capital letters as needed?

Peer and Teacher Review

In addition to revising and editing your own essay, you will revise your work through peer review and teacher review. During **peer review**, you will share your writing with a partner or classmates in a writing group. You will discuss how you can each improve your writing. During **teacher review**, you will submit your essay to your teacher. Your teacher will read it and make suggestions on how to improve your response essay.

You can use the **Peer Review Guide** on page 392 to respond to your classmates' writing. **CCSS W.8.5**

17.5 PUBLISH

After you have written and revised your essay, you will publish and present your essay. You may wish to consider the following publishing and presenting options. Some of these options require you to collaborate with your classmates and use technology.

- create a class collection of response essays
- enter your essay into a writing contest
- share your essay in a small group
- post your essay on your school or class Web site
- publish your essay as a blog entry and invite other students to comment on it **CCSS W.8.6**

Reflecting on your own writing can help you improve your writing skills. You can use the **Reflection Guide** on page 393 to think about the writing you did in this workshop.

Multi-Paragraph Essay

.....

18.1	Plan	343
18.2	Draft.....	345
18.3	Revise	348
18.4	Edit.....	350
18.5	Publish	352

The goal of expository writing is to explain or inform. There are many types of expository writing, including essays, research reports, and magazine articles.

The instruction on the pages that follow will guide you through the process of writing an expository multi-paragraph essay while meeting the Common Core State Standards for expository writing. For a list of the writing and grammar Common Core State Standards, see pages 441–447.

18.1 PLAN

Graphic Organizers

During the Plan stage, you will gather and organize writing ideas. To do this, you may wish to use a graphic organizer, such as the Evidence Chart on page 385.

Identify Your Controlling Idea

Write down the topic of your essay. The **topic** is the general subject you wish to write about. Then write a controlling idea. The **controlling idea**, or **thesis**, is the main idea of

an essay or report. The controlling idea is usually stated in one or two sentences. As you draft, you will give details and examples that support your controlling idea. You can revise your controlling idea as you draft your essay. **CCSS W.8.2a**

Gather Facts and Details

Write down facts and details from your background knowledge that relate to your topic. These facts and details should support your controlling idea. Then conduct research to find more supporting evidence. You may look for information in

- reference books, such as encyclopedias
- magazine or newspaper articles
- appropriate Web sites

Analyze the research and take notes about how the facts and details help to develop your controlling idea. **CCSS W.8.2b**



Writing Tip

Do not plagiarize information from any of your research sources.

When you **plagiarize**, you take ideas from someone else and present them as your own. Plagiarizing is against the law. **CCSS W.8.8**

Synthesize Ideas

When you **synthesize** ideas, you combine ideas to create a new idea or to reach a new understanding. A writer may synthesize ideas from several sources in order to support the controlling idea and main points. A writer may combine ideas from

- personal experience
- background knowledge
- books, essays, and articles
- Web sites

Continue recording evidence. Take notes about the related ideas from your sources. Then synthesize the ideas. After you synthesize, you may need to revise your controlling idea. **CCSS W.8.2b**

18.2 DRAFT

Write the Introduction

An effective introduction grabs readers' interest and introduces the topic. It also states the controlling idea.

Write your introduction. Include two or more of the following elements in your introduction:

ELEMENT	DEFINITION
Quotation	well-chosen words from an author about your topic
Interesting fact	a statement that can be proven as true
Rhetorical question	a question to which no answer is expected
Anecdote	a brief story based on an interesting or amusing event from a person's life
Analogy	a comparison between two things that may not be similar
Parallelism	the use of a series of words, phrases, or sentences that have similar grammatical structure
Repetition	the repeated use of a word, phrase, sound, or other part of a text



Writing Tip

If you are stuck, just start writing. Your first attempt does not have to be perfect. You might freewrite more than one introduction before deciding on the best one. **CCSS W.8.2a**

Write the Body Paragraphs

Use a logical structure to organize your ideas. For instance, try grouping details into broader **categories** (“details about the geological formation of the Manitou Islands,” “details about the islands’ settlement,” “details about the islands’ tourist industry,” and so on). This will help your readers see the connection between your supporting details and the controlling idea.

You may also organize ideas using the following additional strategies:

STRATEGY	DEFINITION
Definition	to explain technical or specialized vocabulary and terms related to specific areas of study or work
Comparison and contrast	to describe similarities and differences between things
Process	to explain the order and workings of an action or an event
Cause and effect	to describe an event and what results from it
Sequence of events	to discuss events in the order that they happened

Write the body of your essay. Make sure the facts and details you include are not **extraneous**, or unnecessary. The facts and details should relate to your controlling idea.
CCSS W.8.2a, b

Maintain a Formal Style

Throughout your essay, use precise language and vocabulary that is specific to your topic. Be sure to use and maintain a formal style. In formal writing, you usually write from the third-person point of view and avoid using slang, contractions, and conversational language. **CCSS W.8.2d, e**

Use Transitions

To make your writing flow smoothly, use transitions to link sentences and paragraphs. **Transitions** are words and phrases that show the relationship between ideas or events. Use some of the following transitions to clarify the ideas in your essay:

RELATIONSHIP	EXAMPLES OF TRANSITIONS
Addition	<i>also, and, besides, both . . . and, furthermore, in addition</i>
Contrast	<i>but, however, instead, nevertheless, on the contrary, on the other hand, still, yet</i>
Importance	<i>first, last, mainly, most important, most of all</i>
Cause and effect	<i>as a result, consequently, for, so, so that, then, therefore, thus</i>
Sequence	<i>after, as, before, next, since, then, until, when, while</i>

CCSS W.8.2c

Incorporate Visual Elements

To help readers better understand the ideas in your essay, you may wish to include

- graphics, such as images, maps, and charts
- formatting, such as heads and subheads
- multimedia elements, such as links to video clips **CCSS W.8.2a**

Write the Conclusion

Write an effective conclusion to your essay. Your conclusion should

- restate your controlling idea
- summarize your main points
- support the information presented
- give your readers something further to think about **CCSS W.8.2.f**

18.3 REVISE

Introduction to Revision

To revise your essay, you will focus on the content or the message of your writing. You will apply one or more of these four revision strategies:

- **Add** details and information to make the message clearer.
- **Delete** unnecessary words or ideas.
- **Replace** boring or overused words with stronger or more exact words.
- **Rearrange** phrases and sentences to be sure readers can understand the message.

The questions that follow will show you how to use these revision strategies. The questions will also help you rethink how well you've addressed purpose, audience, and genre.

- Your **purpose** is your reason for writing. Your purpose might be to describe, explain, narrate, amuse, or persuade.
- The **audience** includes the people who will be reading your writing.
- The **genre** is the writing mode, such as story, poem, play, or essay. **CCSS W.8.4, W.8.5**

Focus and Coherence

Ask yourself:

- ✓ Does the essay have a clear focus?
- ✓ Do all the parts work together so that readers understand my purpose and ideas? **CCSS W.8.2a**

Organization

Ask yourself:

- ✓ Does the introduction state the controlling idea?
- ✓ Does the body explain my ideas?
- ✓ Does the conclusion summarize my essay? **CCSS W.8.2a, f**

Development of Ideas

Ask yourself:

- ✓ Are my points supported by appropriate facts and details? **CCSS W.8.2b**

Voice–Word Choice

Ask yourself:

- ✓ Does my essay include precise words and vocabulary that are specific to my topic?
- ✓ Does my essay include transitions that link sentences and paragraphs? **CCSS W.8.2c, d**

Voice–Sentence Fluency

Ask yourself:

- ✓ Do the sentences vary in length and structure?
- ✓ Does the writing flow smoothly?



Revising Tip

As you revise, make sure you express ideas precisely and concisely. Use a thesaurus to find exactly the right words to communicate your ideas. Vary your words and sentences to eliminate wordiness and redundancy, or the use of too many words. **CCSS L.8.3**

18.4 EDIT

Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling.

Begin the editing stage by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought and is grammatically correct. Use the checklist below to edit your sentences. **CCSS W.8.5, L.8.1**

Sentence-Editing Checklist

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Have I used verb tenses and forms correctly?
- ✓ Have I used pronouns and adjectives correctly?
- ✓ Are my sentences parallel?

Correct Errors in Mechanics and Spelling

Next check for and correct any errors in mechanics (punctuation and capitalization) and spelling.

Use the checklist below to edit your essay. You should also use a dictionary to check spellings. **CCSS L.8.2, c**

Proofreading Checklist

- ✓ Have I used correct punctuation?
- ✓ Have I written possessives correctly?
- ✓ Have I spelled all words correctly?
- ✓ Have I used capital letters as needed?

Peer and Teacher Review

In addition to revising and editing your own essay, you will revise your work through peer review and teacher review. During **peer review**, you will share your writing with a partner or classmates in a writing group. You will discuss how you can each improve your writing. During **teacher review**, you will submit your essay to your teacher. Your teacher will read it and make suggestions on how to improve your essay.

You can use the **Peer Review Guide** on page 392 to respond to your classmates' writing. **CCSS W.8.5**

18.5 PUBLISH

After you have written and revised your essay, you will publish and present your essay. You may wish to consider the following publishing and presenting options. Some of these options require you to collaborate with your classmates and use technology:

- create a class collection of essays
- enter your essay into a writing contest
- share your essay in a small group
- create a slide show or multimedia exhibit around your essay
- post your essay on your school or class Web site
- publish your essay on the Internet **CCSS W.8.6**

Reflecting on your own writing can help you improve your writing skills. You can use the **Reflection Guide** on page 393 to think about the writing you did in this workshop.

Research Report

19.1	Plan	354
19.2	Draft	359
19.3	Revise	362
19.4	Edit	364
19.5	Publish	368

When you write a research report, you investigate a topic and present information about the topic to your readers. You've probably seen reports in newspapers and magazines. Journalists write these reports to investigate such topics as politics, environmental issues, and business concerns. They use a variety of sources to find information, and then they present this information to their readers.

To write a report, you should

- choose a topic that interests you
- decide on a purpose for your report
- gather information from sources
- take notes, organize your notes, and write an outline
- write about your purpose and main idea in a thesis statement
- present the information about your topic to your readers in your own words
- prepare a list of your sources

The instruction on the pages that follow will guide you through the process of writing a research report while meeting the Common Core State Standards for informative writing. For a list of the writing and grammar Common Core State Standards, see pages 441–447.

19.1 PLAN

Graphic Organizers

During the Plan stage, you will gather and organize writing ideas. To help you do this, you may wish to use graphic organizers, such as the Main Idea Map, Source Card, and Note Card on pages 386–388.

Do Preliminary Research

Choose a topic. A **topic** is the general subject of a piece of writing. Then do some preliminary research. Look up your topic in a reference work, such as an encyclopedia, to find general information. Then find additional information by conducting text searches in a search engine. Write notes about what you learn from your preliminary research.

CCSS W.8.7

Formulate a Major Research Question

Write questions about your topic that you would like to answer in your research report. You might find it helpful to write questions that begin with *who*, *what*, *when*, *where*, *why*, and *how*.

From your list of questions, choose one question to be your major research question. You may also combine related questions to come up with a major research question.

The answer to your major research question will be your thesis. The **thesis** is the main idea of an essay or a report. The thesis is usually one or two sentences.

As you do your research, your findings may cause you to think of additional, related questions. Your answers to these related questions may be incorporated into your thesis.

CCSS W.8.7

Write a Research Plan

Now that you have done preliminary research and formulated your major research question, write a research plan.

Your plan should list

- what other information you need
- which types of sources you will use
- related, focused questions that would allow for other avenues of exploration

Remember to include both print and digital sources.

CCSS W.8.7

Gather Sources

Follow your research plan. Gather information from the Internet and from your school media center or local library. Remember to use a wide variety of print and digital sources. In order to find exactly what you are looking for, use effective search terms and advanced search options as you search for digital sources.

After you have gathered your sources, skim and scan them for information that relates to your major research question. Record any relevant information that you find. **Relevant** information addresses the questions that you want to answer in your research report. **CCSS W.8.8**



Planning Tip

As you learn more about your topic, you may discover an aspect of it that looks more interesting than the aspect you originally chose. It's not too late to change the direction of your report.

Evaluate Sources

You should use only valid and reliable print and digital sources. **Valid sources** are relevant and accurate. **Reliable sources** are credible, objective, and current. To evaluate the quality of your sources, ask yourself the following questions:

EVALUATION TERM	QUESTION
Relevant	Is the information related to your topic? Does it help answer your questions about your topic?
Accurate	Can you verify the information in another source?
Credible	Is the information written by an author or organization with a good reputation? Is the author considered an expert?
Objective	Is the information a fact or an opinion? Is the source biased?
Current	Is the information current or out of date?

In your research report, you will need to demonstrate the credibility and accuracy of your sources. You will use elements such as the following:

- a current publication date
- a reference to an encyclopedia from a well-known publisher
- a quotation expressing the point of view of an expert

As you evaluate your sources, eliminate any sources that you think are not credible or accurate. When you eliminate a source, think about why you are dropping it. Then consider why a different source would be more useful.

Create Source Cards

Once you have evaluated your sources, create a source card for each source you will use. Make sure you record information about each source using a standard format. On each source card, include the following information:

- author
- title
- publication information
- access date
- location of source
- library call number or Web site URL

Give each source card a number and write it in the upper right-hand corner. These cards will help you prepare your Works Cited list. **CCSS W.8.7, W.8.8**

Create Note Cards

Take notes on the information you find in your sources. Write a summary, a paraphrase, or a quotation for the information that you want to use in your research report. (See the chart on page 358 for details on ways of sharing information.) Note whether the information is fact or opinion.

WAY OF SHARING INFORMATION	DEFINITION
A summary is...	a restatement of only the main ideas of a passage. It should be shorter than the passage.
A paraphrase is...	a restatement of the passage in your own words. It should be about the same length as the original passage.
A quotation is...	a word-for-word copy of a passage. If you think information in a source is expressed in an interesting way, you may want to reproduce the author's own words. If you quote a source directly, use quotation marks around the words.

Use note cards to record relevant facts, details, and quotations you find in your sources. Label each note card with the source number, so you can remember where you found the information. **CCSS W.8.7, W.8.8**

Write Your Thesis Statement

The **thesis** is the main idea of an essay or a report. The thesis is usually one or two sentences. Before you write your thesis, review your major research question. Ask yourself:

- Will I have enough to write about? If not, your major research question is too narrow. Revise your research question to broaden its focus.
- Will I have too much to write about? If so, your major research question is too broad. Revise your research question to narrow its focus.

Write the answer to your major research question. Your answer is your thesis statement.

Organize Information

Now that you have your thesis statement, think about the main ideas that you want to present in your research report. Remember that the main ideas must support your thesis statement.

Take another look at the information you have gathered. Arrange ideas and information into broader **categories**. For instance, several pieces of information might be grouped together within the broader category of “causes of water scarcity.” Your categories should clearly relate to your thesis and should help logically organize your supporting details.

After you have categorized information, create an outline of your research report. Write a thesis statement at the beginning of your outline. Then list the main ideas that you want to cover, and add supporting details and evidence under each of your main ideas. **CCSS W.8.2a**

19.2 DRAFT

Write the Introduction

Write your introductory paragraph. Your introduction should grab your reader's attention and clearly introduce your topic. You may want to begin your introduction with

- an interesting anecdote
- a surprising fact
- a thought-provoking question

Your introduction should also preview the information in your report and present your thesis statement. **CCSS W.8.2a**

Write Topic Sentences

Follow your organizational plan to write the body paragraphs of your research paper. Each paragraph should contain a topic sentence that states the main idea of the paragraph. Each main idea should support your thesis.

Present Findings

Next develop your paragraphs. Your paragraphs should present a summary, paraphrase, or quotation of the information from your sources. The facts, definitions, details, quotations, and examples you present in each paragraph should develop your topic sentence. Organize the information in a meaningful format that will best develop your thesis.

Be careful not to plagiarize. When you **plagiarize**, you take ideas from someone else and present them as your own. Plagiarizing is against the law. Always credit the source of information.

- Write the author's last name and the page number(s) on which you found the information in parentheses. Place this information at the end of the last sentence or idea taken from the author's work.
- If the source is a Web site that does not include page numbers, do not include a page number in your citation.
- If the source does not list the author's name, use a shortened form of the title instead. If you mention the title and author in the running text of the paragraph, include only the page number in parentheses.

After you present information from your sources, draw a conclusion in your paragraph about that information. A **conclusion** is a general statement based on specific ideas. Make sure your paragraph includes relevant reasons and evidence that support your conclusion. **CCSS W.8.2b, W.8.8**



Writing Tip

Don't worry about punctuation, spelling, or grammar as you write your draft. You can fix those later. The important thing is to express your ideas in a clear, organized way.

Maintain a Formal Style

In your report, be sure to use precise language and vocabulary that is specific to your topic. Maintain a formal style. In formal writing, you usually write from the third-person point of view and avoid using slang, contractions, and conversational language. **CCSS W.8.2d, e**

Use Transitions

To make your writing flow smoothly, use transitions to link sentences and paragraphs. **Transitions** are words and phrases that show the relationship between ideas or events.

RELATIONSHIP	EXAMPLES OF TRANSITIONS
Addition	<i>also, and, besides, both . . . and, furthermore, in addition</i>
Contrast	<i>but, however, instead, nevertheless, on the other hand, still, yet</i>
Importance	<i>first, last, mainly, most important, most of all</i>
Cause and effect	<i>as a result, consequently, for, so, so that, then, therefore, thus</i>
Sequence	<i>after, as, before, next, since, then, until, when, while</i>

CCSS W.8.2c

Incorporate Visual Elements

To help readers better understand the ideas in your report, you may wish to include

- graphics, such as images, maps, and charts
- formatting, such as heads and subheads
- multimedia elements, such as links to video clips

CCSS W.8.2a

Write the Conclusion

Finally, write the conclusion to your research report. The conclusion should restate your thesis statement in a new way. It should also follow from and support the information presented in the report. End your conclusion with a strong statement that leaves a lasting impression. **CCSS W.8.2f**

Create a Works Cited List

At the end of your report, list all the sources of information cited in your report. List your sources alphabetically by author's last name or by the first word in the title if there is no author. **CCSS W.8.8**

For help with citing sources and creating a Works Cited List, see pages 394–399.

19.3 REVISE

Introduction to Revision

To revise your report, you will focus on the content or the message of your writing. You will apply one or more of these four revision strategies:

- **Add** details and information to make the message clearer.
- **Delete** unnecessary words or ideas.
- **Replace** boring or overused words with stronger or more exact words.
- **Rearrange** phrases and sentences to be sure readers can understand the message.

The questions that follow will show you how to use these revision strategies. The questions will also help you rethink how well you've addressed purpose, audience, and genre. Remember that...

- Your **purpose** is your reason for writing. Your purpose might be to describe, explain, narrate, amuse, or persuade.

- The **audience** includes the people who will read your writing.
- The **genre** is the writing mode, such as story, poem, report, or essay. **CCSS W.8.4, W.8.5**

Focus and Coherence

Ask yourself:

- ✓ Does my report have a clear thesis?
- ✓ Do all parts work together so that my ideas are clear to readers? **CCSS W.8.2a**

Organization

Ask yourself:

- ✓ Does the introduction include the thesis?
- ✓ Does the body include topic sentences that support the thesis?
- ✓ Does the conclusion summarize the report? **CCSS W.8.2a, f**

Development of Ideas

Ask yourself:

- ✓ Are my ideas fully developed and supported by relevant evidence? **CCSS W.8.2b**

Voice–Word Choice

Ask yourself:

- ✓ Does my report include precise words and vocabulary that are specific to my topic?
- ✓ Does my report include effective transitions that link sentences and paragraphs? **CCSS W.8.2c, d**

Voice–Sentence Fluency

Ask yourself:

- ✓ Do sentences vary in length and structure?
- ✓ Does the writing flow smoothly?



Revising Tip

As you revise, make sure you express ideas precisely and concisely.

Use a thesaurus to find exactly the right words to communicate your ideas. Vary your words and sentences to eliminate wordiness and

redundancy, or the use of too many words. **CCSS L.8.3**

19.4 EDIT

Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling.

Begin the editing stage by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought and is grammatically correct. Use the checklist below to edit your sentences. **CCSS W.8.5, L.8.1**

Sentence-Editing Checklist

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Have I used verb tenses and forms correctly?
- ✓ Have I used pronouns and adjectives correctly?
- ✓ Are my sentences parallel?

Grammar Link: Active and Passive Voice

Sentences can be written with their verbs in the **active voice** or the **passive voice**. When the subject performs the action of the verb, the verb is in the active voice. When the subject receives the action of the verb, the verb is in the passive voice. This means that the subject is different in each voice, even if the sentences are saying basically the same thing.

Active voice: I **visited** the museum.

Passive voice: The museum **was visited** by me.

The active voice is usually a more direct way to express an idea. It is clear, and it is almost always more concise than the passive voice. This is because the passive voice requires a helping verb—a form of *be*—and the past participle. Because the active voice tends to be stronger, you should use it for most of your writing.

Sometimes, though, it makes sense to use the passive voice in a sentence. If you want to put emphasis on the receiver of the action, or you don't know who performed the action, the passive voice is often the better voice to use. The following examples are both cases in which the passive voice works better than the active voice would.

EXAMPLES Peace **was restored** to the rowdy council meeting.

Objections **were raised** to the new zoning proposal.

When deciding between the active and passive voices, one general rule to follow is to use the active voice unless you have a good reason to use the passive voice instead. In either case, you must stick with the voice you've chosen for a sentence.

Correct: The council reviewed the objections and altered the proposal.

Incorrect: The council reviewed the objections, and the proposal was altered.



Check your research report to make sure that you have mostly used the active voice. Check that you have used the passive voice only when it is appropriate and a better choice than the active voice. Remember that the passive voice should, in general, be avoided because the active voice tends to be stronger. **CCSS L.8.1, b, d, L.8.3, a**

Correct Errors in Mechanics and Spelling

Next check for and correct any errors in mechanics (punctuation and capitalization) and spelling.

Use the checklist below to edit your research report. You should also use a dictionary to check and confirm spellings.

CCSS L.8.2, c

Proofreading Checklist

- ✓ Have I used correct punctuation?
- ✓ Have I written possessives correctly?
- ✓ Have I spelled all words correctly?
- ✓ Have I used capital letters as needed?

Grammar Link: Commas, Ellipses, and Dashes to Indicate a Pause or Break

It is often necessary or desirable to indicate a pause or other break in a sentence. Inserting **commas** is one way to do this, but commas are not always the best means of indicating a break. **Parentheses** (()) can also be used for this purpose, and so can **dashes** (--) and **ellipsis points** (...) under certain conditions.

Commas can be used to set off a word, a phrase, or a clause if the information enclosed by them is not essential to the meaning of a sentence.

EXAMPLES The mayor, who was elected last year, favors improved public transportation.

The previous mayor, who had a background in forestry, worked to improve the parks.

A dash is a horizontal line that is longer than a hyphen. If you are using a typewriter, a dash is indicated by two hyphens right next to each other (--). This form is also

acceptable if you are using a computer, although your word processing program may provide a special dash symbol.

Like commas and parentheses, dashes can also be used to set off material. Dashes, however, emphasize the set-off text or indicate an abrupt break in thought. Depending on where the enclosed material appears, one dash or two may be used.

EXAMPLES My sister voted for the present mayor—her first opportunity to vote!

Our councilwoman’s run—for her fourth term!—was successful.

Ellipsis points are three dots (periods) separated by spaces. Their main purpose is to show that a word or words have been omitted from a quotation without changing its essential meaning.

EXAMPLE In a speech to the city council, the mayor said, “By closing field houses that are underused . . . we can obtain the funding . . . to expand the most popular park programs so that more students are able to join them.”

Ellipsis points are sometimes used at the end of a sentence to show that the writer (or the person speaking in dialogue) has trailed off without completing his or her thought.

EXAMPLE I’m not sure if this proposal will be accepted. I’m just not sure . . .



Read through your research report to check it for the use of commas and dashes that indicate a pause or break. Also look for any places where you used ellipsis points to indicate a break or omission. Make sure that you have used commas, dashes, and ellipsis points correctly throughout your paper. **CCSS L.8.2, a, b**

Peer and Teacher Review

In addition to revising and editing your own report, you will revise your work through peer review and teacher review. During **peer review**, you will share your writing with a partner or classmates in a writing group. You will discuss how you can each improve your writing. During **teacher review**, you will submit your report to your teacher. Your teacher will read it and make suggestions on how to improve your report.

You can use the **Peer Review Guide** on page 392 to respond to your classmates' writing. **CCSS W.8.5**

19.5 PUBLISH

After you have written and revised your report, you will publish and present it. You may wish to consider the following publishing and presenting options. Some of these options require you to collaborate with your classmates and use technology:

- create a class collection of research reports
- enter your report in a writing contest
- give an oral presentation of your report to classmates
- e-mail your report to an organization associated with your topic
- publish a multimedia version of your report online with images and video clips **CCSS W.8.6**

Reflecting on your own writing can help you improve your writing skills. You can use the **Reflection Guide** on page 393 to think about the writing you did in this workshop.

Narrative

20.1	Plan	370
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20.4	Edit	378
20.5	Publish	381

A **narrative** is a story or an account of an event. There are historical narratives, fictional narratives, and real-life narratives. When you write a story, or narrative, you answer the question *What happened?* Your story will need a beginning, a middle, and an end. It will also need a setting, a conflict and resolution, characters, and dialogue. The basic elements of a narrative are as follows:

ELEMENT	DEFINITION
Setting	the time and place in which the events of a narrative occur
Mood	the general feeling of a narrative
Characters	the people or animals in a literary work
Plot	the sequence of events
Conflict	a problem that the character(s) must face
Resolution	the outcome of the conflict
Theme	the overall message of the narrative

The instruction on the pages that follow will guide you through the process of writing a narrative while meeting the Common Core State Standards for narrative writing. For a list of the writing and grammar Common Core State Standards, see pages 441–447.

20.1 PLAN

Graphic Organizers

During the Plan stage, you will gather and organize writing ideas. To do this, you may wish to use graphic organizers, such as the Story Map, Character Chart, and Setting and Mood Diagram on pages 389–391.

Identify Key Elements

Write the topic of your story. The **topic** is the general subject you want to write about. Examples of story topics are climbing a mountain or going to a school dance.

Write a possible theme for your story. The **theme** is the central message that the writer expresses about life, the world, or human nature. For example, if your story topic is about climbing a mountain, your theme might be “It takes hard work and determination to achieve your goals.” You can revise your theme as you draft.

Then write the names of your main character(s) and minor characters.

Next, identify the setting of your story. The **setting** is the time and place in which the events of the narrative occur. The setting often helps create the **mood**, or atmosphere.

Finally, define your story’s point of view. **Point of view** is the perspective, or standpoint, from which a story is told. There are two main points of view.

POINT OF VIEW	NARRATOR	USE
First-person	The narrator is a character in the story and uses the word <i>I</i> .	Use first-person point of view if you want to reveal the action through the main character's eyes.
Third-person	The narrator is not a character in the story but tells the story from outside the action. The narrator refers to characters as <i>he</i> and <i>she</i> .	Use third-person point of view if you want readers to see the action through the eyes of an outside observer of the story's events.

CCSS W.8.3, a

Develop Interesting Characters

Write the names of the main character(s) and minor characters of your story. For each character, give examples of

- the way the character looks
- what the character thinks, feels, and says
- how the character acts and interacts with others
- what the narrator or other characters think and say about the character

List precise words or phrases that describe each character. Then think of descriptive details that help develop each word or phrase. Make sure the details are related to the story. CCSS W.8.3a, b, d

Develop the Plot

To develop your **plot**, or the sequence of events in your story, identify the main conflict and resolution. The **conflict** is the central struggle or problem that the main character or characters face. The **resolution** is the outcome of the conflict.

Then write down the events of your narrative. List the events in **chronological order**, or the order in which events happen. Include well-paced action to keep readers engaged in your story. Organize an event sequence that unfolds naturally and logically.

Transitions help show the relationships between events or ideas. Some examples of transitions are *before*, *after*, *next*, *first*, *later*, *afterward*, *finally*, and *while*. Write down three transition words, phrases, and clauses that you can use to clarify the sequence of events in your narrative. Then write down three transitions that you can use to signal shifts from one time frame or setting to another.

Reflect on your plot and characters. Write down a transition that you can use to show the relationship between one character's experiences and the events of the story.

CCSS W.8.3a, c

Describe the Setting

Writers use descriptive details and sensory language to create specific, believable settings. **Sensory language** describes how people and things look, sound, feel, smell, or taste. The setting helps establish the **mood**, or atmosphere, of a story. For example, a writer might describe a dark, rainy night with loud thunder to create a frightening mood.

Write notes about the setting and mood of your story. Then write down precise words and phrases, descriptive details, and sensory language that describe the setting. Make sure that your sensory details help create mood.

CCSS W.8.3b, d

Use Literary Strategies and Narrative Techniques

Writers use a range of literary strategies and narrative techniques to develop experiences, events, and characters. These strategies and techniques include foreshadowing, dialogue, pacing, and description.

STRATEGY OR TECHNIQUE	DEFINITION
Foreshadowing	the writer's use of clues to prepare the audience for events that will happen later in the story
Dialogue	the conversation between characters in a literary work
Pacing	the speed and tempo with which the plot events and action unfold
Description	vivid writing that helps readers visualize , or see in their minds, characters, settings, events, and experiences
Reflection	inclusion of thoughts, opinions, or attitudes of the narrator or of other characters, through which the writer makes a larger comment on the topic or theme

Identify literary strategies and narrative techniques that you can use in your story. Describe how you will use them. Then explain how they will help develop the experiences, events, and characters. **CCSS W.8.3b, d**

20.2 DRAFT

Write the Opening

Begin by writing the opening to your story. Your opening should grab your readers' attention and encourage them to keep reading. In the opening, you should

- introduce the main character
- introduce the conflict that drives the plot
- include descriptive details and sensory language that help create the setting

Include interesting details about your character from your planning notes. Choose sensory details from your planning notes that will help create the setting. **CCSS W.8.3a, b, d**



Writing Tip

If you can't decide how to begin your story, just get your ideas on paper. After you have written the first draft of your opening, you can revise it until you are satisfied with it.

Write Dialogue

Dialogue is a conversation between characters in a literary work. Dialogue can serve many purposes. For example, it can introduce the conflict and move along the plot. It is also used to develop characters and events.

Choose a place in your story where you can use dialogue. Identify the purpose of the dialogue. Then think of the language you will use to show the ages, personalities, thoughts, and feelings of the characters speaking. **CCSS W.8.3b**



Writing Tip

Use tag lines so that it is clear which character is speaking. **Tag lines** are the words that identify the speaker, such as “said Charlie.” However, do not use the word *said* too often in tag lines. Instead use more descriptive words, such as *questioned*, *cried*, or *whispered*.

Write the Body

Next, use your planning notes to write the body, or main part, of your story. Include action and details that will keep readers engaged in your story. Remember to

- follow the plot you created
- include a well-paced sequence of events that is related to the conflict, with the events unfolding naturally and logically
- use transition words, phrases, and clauses to show sequence, to signal shifts from one time frame or setting to another, and to show relationships among experiences and events
- use descriptive details to create interesting characters
- use sensory language to capture the action and create a specific, believable setting and mood
- include literary strategies and narrative techniques to develop experiences, events, and characters

CCSS W.8.3a, b, c, d

Write the Ending

Finally, write the ending, or conclusion, of your story. Make sure that your ending presents the resolution to the conflict and reflects the theme of your story. The ending should also follow from and reflect on the narrated experiences or events in your story. **CCSS W.8.3e**

20.3 REVISE

Introduction to Revision

To revise your narrative, you will focus on the content or the message of your writing. You will apply one or more of these four revision strategies:

- **Add** details and information to make the sequence of events clear.
- **Delete** distracting or unnecessary words or ideas.
- **Replace** boring or overused words with stronger or more exact words.
- **Rearrange** phrases and sentences to be sure the story is coherent. In a coherent story, details are logically presented, and connections between experiences and events are clear.

The questions that follow will show you how to use these revision strategies. The questions will also help you rethink how well you've addressed purpose, audience, and genre. Remember that . . .

- Your **purpose** is your reason for writing. Your purpose might be to describe, explain, narrate, amuse, or persuade.
- The **audience** includes the people who will be reading your writing.
- The **genre** is the writing mode, such as story, poem, play, or essay. **CCSS W.8.4, W.8.5**

Focus and Coherence

Ask yourself:

- ✓ Does the story have a clear purpose and focus?
- ✓ Does the story maintain a consistent point of view?
- ✓ Does the story engage my readers? **CCSS W.8.3a**

Organization

Ask yourself:

- ✓ Does the beginning introduce the main character and conflict?
- ✓ Does the middle present events in chronological order, with events unfolding naturally and logically?
- ✓ Does my story include a variety of transition words, phrases, and clauses to clarify the sequence of events?
- ✓ Does the ending offer a clear resolution? **CCSS W.8.3a, c, e**

Development of Ideas

Ask yourself:

- ✓ Are the characters fully developed, interesting, and believable?
- ✓ Does my story include literary strategies and narrative techniques to develop experiences, events, and ideas?
CCSS W.8.3a, b

Voice–Word Choice

Ask yourself:

- ✓ Does my writing include precise words and phrases, descriptive details, and sensory language so that readers can visualize characters, setting, and events? **CCSS W.8.3d**

Voice–Sentence Fluency

Ask yourself:

- ✓ Do the sentences vary in length and structure?

20.4 EDIT

Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling.

Begin the editing stage by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought and is grammatically correct. Use the checklist below to edit your sentences. **CCSS W.8.5, L.8.1**

Sentence-Editing Checklist

- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Have I used verb tenses and forms correctly?
- ✓ Have I used pronouns correctly?
- ✓ Are my sentences parallel?
- ✓ Have I corrected any misplaced or dangling modifiers?

Grammar Link: Verb Moods

The **mood** of a verb helps create the manner in which a thought is expressed. The form of a verb can vary, depending on its mood. There are three main verb moods: **indicative**, **subjunctive** (including **conditional**), and **imperative**.

The indicative is the most common mood used in English. A verb is in the indicative mood when it is part of a simple statement or question.

EXAMPLES Ray Bradbury **wrote** “The Drummer Boy of Shiloh.”

It **is** about a boy who **drums** for the Army during the Civil War.

When an indicative verb is **interrogative** (part of a question), the subject and verb order is usually reversed, with the helping verb coming before the subject.

EXAMPLES **Will** the drummer boy **perform** his duty?

How successful **will** he **be**?

The subjunctive mood expresses an idea that is contrary to fact, is doubtful or uncertain, or is an assumption or a wish. One way the subjunctive verb form is used is in a conditional mood. A verb is said to be conditional when it is in a sentence that expresses uncertainty or refers to how things might have been under certain conditions. The conditional mood often uses a verbal phrase containing *could*, *should*, *would*, or *might*.

Indicative: If Mark **is** a winner at the swim meet, he will be glad.

Subjunctive: If I **were** a winner, I **would** be glad.

Indicative: If I **practice** enough, I may win.

Subjunctive: If the student **had practiced** more, he **might have won**.

The subjunctive is also used for suggestions, recommendations, commands, or expressions of urgency, when *could*, *should*, *would*, or *might* do not appear.

Indicative: My teacher made sure that I **studied** hard.

Subjunctive: My teacher suggested that I **study** hard.

Indicative: It is clear that Mark **is** confident in his swimming abilities.

Subjunctive: It is important that Mark **be** confident in his abilities.

A verb is in the imperative mood when it is part of a command or request. In an imperative sentence, the subject is always *you*. The word *you* may appear in the sentence, but it is usually just implied.

EXAMPLE **Swim** the assigned laps.

EXAMPLE **Be** sure to take rest breaks.

EXAMPLE Please, **do** your homework so you are able to participate in the meet.



Read through your narrative to check your use of verbs. The verbs you find in the indicative mood will probably not pose any difficulty for you. You should, however, pay special attention to any verbs that are in the subjunctive mood since this is a more complicated mood. Correct any inappropriate shifts in verb mood. Aim to use a variety of moods, as it will strengthen your writing and make it more interesting for the reader. **CCSS L.8.1, c, d, L.8.3, a**

Correct Errors in Mechanics and Spelling

Next check for and correct any errors in mechanics (punctuation and capitalization) and spelling.

Use the checklist below to edit your narrative. You should also use a dictionary to check and confirm spellings.

CCSS L.8.2, c

Proofreading Checklist

- ✓ Have I written possessives correctly?
- ✓ Have I spelled all words correctly?
- ✓ Have I used capital letters as needed?
- ✓ Have I used commas between coordinate adjectives?

Peer and Teacher Review

In addition to revising and editing your own story, you will revise your work through peer review and teacher review. During **peer review**, you will share your writing with a partner or classmates in a writing group. You will discuss how you can each improve your writing. During **teacher review**, you will submit your story to your teacher. Your teacher will read it and make suggestions on how to improve your story.

You can use the **Peer Review Guide** on page 392 to respond to your classmates' writing.

20.5 PUBLISH

After you have written and revised your story, you will publish and present your story. You may wish to consider the following publishing and presenting options. Some of these options require you to collaborate with your classmates and use technology:

- enter your story into a writing contest
- create a class anthology of stories
- perform your story as readers' theater
- publish a multimedia version of your story online with images and video clips

Reflecting on your own writing can help you improve your writing skills. You can use the **Reflection Guide** on page 393 to think about the writing you did in this workshop. **CCSS W.8.6**

Chapter 21

Graphic Organizers

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The graphic organizers on the following pages will help you plan your writing as you complete the workshops on pages 324–381. The chart below shows which graphic organizers go with which workshops.

WRITING WORKSHOP	GRAPHIC ORGANIZERS
Persuasive Essay	• Persuasive Essay Chart
Response Essay	• Response Chart
Multi-Paragraph Essay	• Evidence Chart
Research Report	• Main Idea Map • Source Card • Note Card
Narrative	• Story Map • Character Chart • Setting and Mood Diagram
All workshops	• Peer Review Guide • Reflection Guide

Copy this graphic organizer onto a separate sheet of paper and fill it out.

PERSUASIVE ESSAY CHART

Topic:
Thesis/Position:

Evidence

Facts	Opinions

Views/Concerns/ Counter-Arguments	Response/Answer

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Copy this graphic organizer onto a separate sheet of paper and fill it out.

RESPONSE CHART

Focus:	
Controlling Idea:	
Evidence (Quotations, Facts, and Details)	Supports Controlling Idea
Related Ideas	Synthesis

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Copy this graphic organizer onto a separate sheet of paper and fill it out.

EVIDENCE CHART

Focus:
Controlling Idea:

Evidence	Supports Controlling Idea

Related Ideas from Sources	Synthesis

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Copy this graphic organizer onto a separate sheet of paper and fill it out.

MAIN IDEA MAP

Thesis Statement:	
Main Ideas/Questions	Categorize

Copy this graphic organizer onto a separate sheet of paper and fill it out.

SOURCE CARD

Author:

Source Number:

Title:

City of Publication and Publisher:

Date of Publication:

Access Date:

Location of Source (e.g., name of library or Web site):

Library Call Number or Web Site URL:

Copy this graphic organizer onto a separate sheet of paper and fill it out.

NOTE CARD

Key Word or Phrase About Information:	Source Number:
Specific Information/Details from Source:	
Page Number On Which Information Was Found:	

Copy this graphic organizer onto a separate sheet of paper and fill it out.

STORY MAP

Topic:	Theme:
Main Characters:	Minor Characters:
Setting (time and place):	Point of View:

Conflict:		
Event 1:	Event 2:	Event 3:
Resolution:		

Strategy/Device to Enhance Style, Tone, or Plot:

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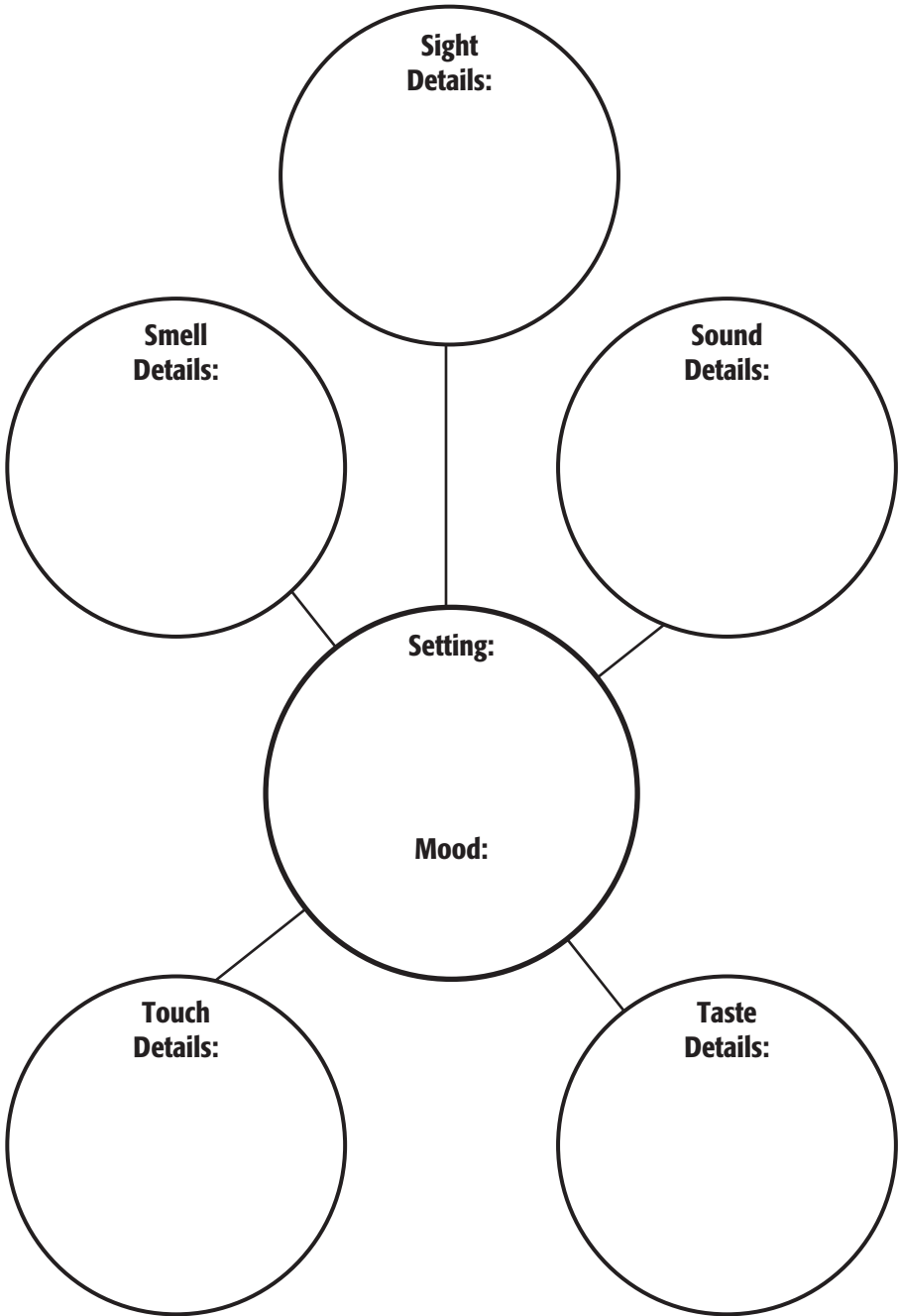
Copy this graphic organizer onto a separate sheet of paper and fill it out.

CHARACTER CHART

Character's Name:	
Looks:	
Thinks:	
Feels:	
Says:	
Acts:	
Interacts:	
Narrator or Other Characters Say:	

Copy this graphic organizer onto a separate sheet of paper and fill it out.

SETTING AND MOOD DIAGRAM



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Copy this graphic organizer onto a separate sheet of paper and fill it out.

PEER REVIEW GUIDE

During peer review, you will express your opinions about a classmate’s writing. You will also share your ideas about how to improve the writing. These questions can help guide you through the process of peer review.

What is best about this piece of writing?	
Is the opening interesting and attention getting? What, if anything, could make it better?	
What is the focus, or main point, of this piece? Do all of the key ideas relate to that point?	
Has the writer explained or supported each key idea? Where are more details needed?	
Are the ideas or events clearly organized? How could the organization be improved?	
Are the ideas between paragraphs related? Where could transitions help connect ideas more clearly?	
Where is the language precise and vivid? Where is the language confusing or unclear?	
Where are there errors in usage, spelling, capitalization, or punctuation?	

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Copy this graphic organizer onto a separate sheet of paper and fill it out.

REFLECTION GUIDE

Reflecting on your own writing can help you improve your writing skills. You can reflect on your own writing by completing these sentence starters:

What I like best about this piece of writing is . . .	
When I look back at the project, the part I most enjoyed working on was . . .	
The most difficult part of the project was . . .	
One thing I learned from this project was . . .	
I would assess my work on this project as (outstanding, good, fair, weak) . . .	
One thing I need to improve in my next writing project is . . .	
One goal I would like to focus on in the future is . . .	

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MLA Style Guide

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CITING SOURCES

When you write an informative, explanatory, or persuasive text, you should include the sources of the information you present. You need to give credit to all ideas, statements, quotations, and facts you have taken from your sources that are not common knowledge. One reason for citing your sources is to allow your readers to check a source and judge how believable or important a piece of information is.

Another reason to cite your sources is to avoid plagiarism. **Plagiarism** is the act of taking an author's words or ideas and presenting them as your own. Plagiarism is against the law. You must credit a source not only for words you quote directly but also for facts or ideas you take from the source.

IN-TEXT CITATIONS

In the body of your paper, you should include citations to the sources from which you gathered information. Insert the author's last name or the title of the work (if the author's last name is not available) and a page reference in parentheses after the information. For online sources without page numbers, use the title of the Web site. Always put the period outside the parentheses.

Every in-text citation must connect to one of the entries in your Works Cited list. This connection should be by the author's last name or the title of the work—whichever is listed first in the entry. For example, the in-text citation shown below refers to the author's last name, and the entry for the source begins with the author's last name. This connection helps readers easily locate sources in a Works Cited list.

In-Text Citation:

Sundiata would later be known by such titles as “Lord Lion,” “Lion of Mali,” and “Father of the Bright Country” (Koslow 12).

Works Cited:

Koslow, Philip. *Mali: Crossroads of Africa*. New York: Chelsea House, 1995. Print.

The in-text citation below refers to the title of the work (there is no author) and the relevant page number. The entry in the Works Cited list begins with the title as well.

In-Text Citation:

The first transport arrived in England on December 2, 1938, carrying 200 children from Berlin (“Kindertransport, 1938–1940” 1).

Works Cited:

“Kindertransport, 1938–1940.” Holocaust Encyclopedia. United States Holocaust Memorial Museum, 6 Jan. 2011. Web. 16 May 2011.

The chart on the next page explains how to document different sources in the body of your paper, as recommended by the Modern Language Association of America (MLA). These guidelines pertain to both print and digital sources.

DOCUMENTING SOURCES WITHIN A PAPER	
Kind of Source	Example
Author named in text Insert the page number in parentheses. If there is no page number (as with many Web sources), simply leave off the parenthetical citation.	According to Philip Koslow, Sundiata would be known by such titles as "Lord Lion," "Lion of Mali," and "Father of the Bright Country" (12).
Work with two (or three) authors Insert each author's last name in parentheses before the page number.	Sundiata faced a big challenge when he was a young child. He had been born with a disability. He crawled around like a baby until he was seven years old (McKissack and McKissack 49).
Work with more than three authors Give the last name of the first author listed, followed by <i>et al.</i> ("and others") and the page number.	The Gold of Africa Museum contains an important collection of gold artworks, including masks, birds, and human figures, from Mali and other African nations (Pinchuck et al. 131).
Work with no author or editor Use the title or a shortened version of the title, and give the page number. If there is no page number (as with some Web pages), include only the title of the work.	According to legend, when Sundiata learned that Dankaran Touman was to be king because Sundiata was disabled, he took an iron rod and used the rod to stand upright ("Sundiata").
More than one work by the same author Use the author's last name, the title or a shortened version of the title, and the page number.	After Sundiata's death, Mali lacked strong leadership for several decades. (McKissack, <i>The Royal Kingdoms</i> 56).
More than one source at a time Include both sources and their page numbers, separated by a semicolon.	Much of what we know about Sundiata comes from griots, the African storytellers (Koslow 12; Eisner 3).

WORKS CITED LIST

From your source cards and notes, record the publishing information about your sources in a Works Cited list. This list will appear at the end of your paper. The list should be alphabetized by the authors' last names. If a work has no author, alphabetize it by the title.

The following chart shows the proper bibliographic style for various sources, as recommended by the MLA.

Technology Tip

There are online programs that can help you build your Works Cited list. Enter "Works Cited generator" in your search engine to find such a program.

DOCUMENTING SOURCES IN A WORKS CITED LIST

Kind of Source	Example
Book with one author	Koslow, Philip. <i>Mali: Crossroads of Africa</i> . New York: Chelsea House, 1995. Print.
Book with two or three authors If a book has more than three authors, name only the first author and then write "et al."	McKissack, Pat, and Fredrick McKissack. <i>The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa</i> . New York: H. Holt, 1994. Print.
Book with editor(s)	Lehman, David, and Heather McHugh, eds. <i>The Best American Poetry 2007</i> . New York: Scribner's, 2007. Print.
Book with an organization or a group as author or editor	Adobe Creative Team. <i>Adobe Photoshop CS3 Classroom in a Book</i> . Berkeley: Adobe, 2007. Print.

Work from an anthology	Desai, Anita. "Games at Twilight." 1978. <i>The Penguin Book of International Women's Stories</i> . Ed. Kate Figes. London: Penguin, 1996. 204-11. Print.
Introduction in a published book	Jackson, Peter. Introduction. <i>The Making of Star Wars: The Definitive Story Behind the Original Film</i> . By J. W. Rinzler. New York: Del Rey, 2007. iii. Print.
Encyclopedia article	"Jazz." <i>The New Encyclopaedia Britannica: Micropaedia</i> . 15th ed. 1998. Print.
Weekly magazine article	Sacks, Oliver. "A Bolt from the Blue." <i>New Yorker</i> 23 July 2007: 38-42. Print.
Monthly magazine article	Plotnikoff, David. "Hungry Man." <i>Saveur</i> July 2007: 35-36. Print.
Newspaper article If no author is named, begin the entry with the title of the article.	Long, Ray, and Jeffrey Meitrodt. "Some Budget Progress Made." <i>Chicago Tribune</i> 26 July 2007, B3 sec. Print.
Online newspaper article Include a URL only when the reader cannot locate the source without it or when your teacher requires it.	Onion, Amanda. "Americans Embracing 'Green' Cleaning." <i>ABC News</i> . ABC News Internet Ventures, 30 Jan. 2006. Web. Aug. 2007. < http://abcnews.go.com/Technology/Business/story?id=1544322 >.
Online magazine article Include a URL only when the reader cannot locate the source without it or when your teacher requires it.	Parks, Bob. "Robot Buses Pull In to San Diego's Fastest Lane." <i>Wired Magazine</i> . July 2007. Web. 25 Oct. 2007. < http://www.wired.com/cars/futuretransport/magazine/15-08/st_robot >.

Web page

Include a URL only when the reader cannot locate the source without it or when your teacher requires it.

Everett, Glenn. "Utilitarianism." *The Victorian Web*. Ed. George P. Landow. U Scholars Programme, Natl. U of Singapore, 11 Oct. 2002. Web. 18 May 2007.

Radio or TV program

"Jungles." *Planet Earth*. Dir. Alastair Fothergill. Discovery Channel. 19 Nov. 2006. Television.

Videotape or DVD

For a videotape (VHS) version, replace "DVD" with "Videocassette".

An Inconvenient Truth. Dir. Davis Guggenheim. Paramount, 2006. DVD.

Part Four

Resources

Chapter 23 The Library or Media Center

Chapter 24 Using Print and Digital Resources

- 24.1 Understanding Cataloging Systems
- 24.2 Locating Books
- 24.3 Locating Articles in Newspapers and Magazines
- 24.4 Using Other Reference Sources
- 24.5 Making the Most of Word Resources

Chapter 25 Accessing Digital Resources

Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information on it.

—Samuel Johnson



The Library or Media Center

Although you've probably been in a library, you might not realize how many print, digital, and media resources that the library has to offer or how to find them. This chapter will guide you through the library and help you understand how and where to find what you need.

CARD SERVICES, HELP DESKS, AND CHECK OUT

The staff of librarians and library workers can direct you to resources on any subject you're interested in. Workers at the card services desk can help you obtain or renew a library card, which you'll need in order to check out books and other materials. Librarians at the help desks can answer your questions about library resources or about the research you are doing. The library also has a checkout desk or a self-checkout station at which you can use your library card to check out library books and other materials and pay fines.

CATALOG

Catalogs tell you which books and materials are available and where to find them. A computer or card catalog will tell you about books and materials that are available in your particular library. An online catalog will tell you about books and materials that are available through a network of libraries in your city or state. You'll learn more about using catalogs in Chapter 24.

AREAS FOR ADULTS, TEENS, AND KIDS

Many libraries are divided into separate areas for adults, teens (sometimes called young adults), and children. Although it's called the "adult area," you don't have to be an adult to use these books and materials. All three areas usually contain similar sections and materials, such as fiction and nonfiction books, DVDs and CDs, reference materials, and computers. The areas for teens and children may also include chapter books, textbooks, leveled readers for beginning readers, and picture books for very young readers.

STACKS

The stacks are rows of bookshelves in the library. The stacks are often divided into these sections:

- fiction (novels, short stories, mysteries, and science fiction)
- nonfiction (biographies and subjects such as sports, history, and science)

REFERENCE SECTION

The reference section often includes both print and digital encyclopedias, dictionaries, almanacs, atlases, and other materials. The areas for teens and children might also include textbooks for subject areas such as literature, math, science, and social studies. Books and digital materials in the reference area can be used only in the library. By not allowing people to check out these materials, the library ensures that they are always available when someone needs to consult them.

NEWSPAPERS AND MAGAZINES

In the section of newspapers and magazines (sometimes called periodicals), you can read local newspapers as well as papers from major cities in the United States and perhaps from other countries. You can also look through magazines and journals. You may not be able to check out the current issues, but you can usually take older issues home to read. You'll learn more about finding articles in newspapers and magazines in Chapter 24.

DVDs AND CDs

The DVDs and CDs section of the library may also be called the audio-visual section. This section may contain audiobooks, eBooks, computer games, movies, videos, and music that you can check out and enjoy at home.

COMPUTERS

The areas for adults, teens, and children may have computer sections of laptops and desktop computers with high-speed Internet access that you can use for research or to check e-mail. The computers may also contain software programs that you can use to write reports, résumés, and letters or to create spreadsheets and presentations. For a small fee per page, you can usually print the articles you've located or the papers you've written.

STUDY AREAS

Most libraries have quiet areas of desks set aside for people who want to read or study individually. Some libraries also have group study rooms in which students and other people can gather for group study or discussions. You might need to reserve the group study rooms ahead of time.

SPECIAL COLLECTIONS AND STACKS

Some libraries set aside a special room or section for collections of rare books, manuscripts, and items of local interest, including works by local students and artists. Libraries may also have a “popular topics” section of stacks. These stacks are organized so readers can find books by popular topic, including topics such as cooking, finance, gardening, green living, sports, and jobs and careers.

Using Print and Digital Resources

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In the course of doing research for a report, you will no doubt look at print and digital books and magazines, also known as periodicals. Books are useful sources because they give you access to information and opinions from the past. Magazines and journals are good sources of current information and opinions because they are published more often than books. In this chapter, you'll learn about some of the different kinds of print and digital resources available to you.

24.1 UNDERSTANDING CATALOGING SYSTEMS

Maybe you're looking for information on a particular subject. Maybe you want to see books by a certain author, or you want to check out a specific book. The library's catalog will help you find what you're looking for. The catalog will be either an online computer catalog or a paper card catalog. If it's an online catalog, you might be able to access it from your home computer as well as from the library.

COMPUTER CATALOGS

Each computer catalog is different. Before you use one for the first time, read the instructions. They might appear on the screen or be posted beside the computer. If you need help, ask a library worker.

Using Search Techniques

Most catalog programs allow you to search by subject using a keyword or by title or author. Computer catalogs may also allow you to do advanced keyword searches. Read the computer screen carefully to be sure the catalog is set for the type of search you want to do. For example, the screen below shows that the catalog will search for a subject by keyword. If you wanted to search this catalog by title or author or if you wanted to do an advanced keyword search, you would click on the Title, Author, or Advanced tab to change the setting.

Keyword

Title

Author

Advanced

Type the keyword(s) in the box below; then press Enter or click the Submit button.

Sorted By: ▾

All Libraries ▾

Type the keywords you want to find. For example:

- good to great
- Indian cooking

Subject Search For a subject search, you will type the keyword(s) for the subject. A **keyword** is a word or phrase that names or describes your topic. Whenever you search a computer database, including the Internet, the keyword you use will greatly affect the results you get.

Search Tip

Be specific. A general keyword, such as *experiments*, will get you a long list of sources, sometimes called **hits** or **matches**. Although these sources will relate in some way to your keyword, few of them are likely to focus on your specific subject. To save time, choose a keyword that better names or describes your topic, such as *cloning*. You will get a much shorter list of sources, but more of the sources will be useful to you.

Advanced Keyword Search If the simple keyword search lists too many sources for your subject, you can narrow the list by doing an advanced keyword search. An advanced search allows you to set field limits so the computer searches for only the keywords and fields you have specified. For example, the screen on the following page shows that the user wants the computer to search for the keywords *cloning* and *animals* but not the word *dogs*. The user also wants the computer to limit the search to the following fields: sources that are “on shelf” in the library, or not checked out; sources located in any library that is listed instead of one specific library; sources in any format, such as book, CD, and DVD, instead of one specific format; sources in English instead of another language; and sources published between the years 2000 and 2011. The user chose not to limit the search to a specific publisher.

Now Searching **ALL LIBRARIES**

Keyword

Title

Author

Advanced

Advanced Keyword Search

Please fill in the form, select limits, and click Submit
(or choose a [Simple Keyword Search](#))

Any Field: ▾	<input type="text" value="cloning"/>	And ▾
Any Field: ▾	<input type="text" value="animals"/>	And not ▾
Any Field: ▾	<input type="text" value="dogs"/>	And ▾
Any Field: ▾	<input type="text"/>	

Limited to:

Sorted by:

☒ Limit search to on shelf

Search and Sort:

sorted by relevance ▾

Location:

ANY

Acorn

Acorn Juvenile

Alsip-Merrionette Park

Submit

Format:

ANY

BOOK

LARGE TYPE

DVD / VIDEODISC

Language:

Chinese

Danish

English

French

Year: After

and Before

Publisher:

Search Tip

Many online and computer catalogs allow you to combine keywords in various ways to broaden or narrow your search. Such searches, called Boolean searches, are named for the 19th century English mathematician George Boole. Some search techniques are described on the pages that follow.

Use Boolean Operators. You can combine keywords with connecting words called **operators**. The three basic Boolean operators are *and*, *or*, and *not*.

- **And:** Use *and* between two keywords to narrow a search to every source that contains *both* keywords. For example, *cloning and animals* directs the computer to search only for sources that contain both of the words *cloning* and *animals*.
- **Not:** Use *not* to narrow a search by excluding terms that you do not want. For example, *cloning and not dogs* directs the computer to search only for sources that contain the word *cloning* but not the word *dogs*.
- **Or:** Use *or* between two keywords to broaden, or widen, a search to every source that contains *either* keyword. For example, *cloning or twins* tells the computer to conduct two searches at once—one search for sources that contain the word *cloning* and another search for sources that contain the word *twins*.

Use Proximity Operators. You can direct the computer to search for sources that contain keywords that are near or close to each other. The main proximity operators are *near*, *before*, *after*, and *adjacent*.

- **Near:** Use *near* between two keywords to narrow a search to every source that contains *both* keywords when they are close to each other, in any order. For example, *cloning near animals* directs the computer to search only for sources that

contain the words *cloning* and *animals*, in either order, when the words are near each other.

- **Before or After:** Use *before* or *after* between two keywords to narrow a search to every source that contains one keyword before (or after) another keyword. For example, *cloning before sheep* directs the computer to search only for sources that contain the word *cloning* when it appears before the word *sheep*. *Cloning after sheep* directs the computer to search only for sources that contain the word *cloning* when it appears after the word *sheep*.
- **Adj:** Use *adj* between two keywords to narrow a search to every source that contains both keywords when they are adjacent, or next to each other, in the exact order they were entered in the search box. For example, *cloning adj sheep* tells the computer to search only for sources that contain the word *cloning* when it appears before and next to the word *sheep*.
Note: Some computer databases use adjacency as the default setting, so *cloning sheep* will produce the same search results as *cloning adj sheep*.

Use Wildcards. You can expand a search, but in a focused way, using one or more asterisks (*) to truncate, or shorten, your keyword. Then the computer will search for all words that begin with the letters before the asterisk.

- **One asterisk (*):** Type an asterisk after the first key letters of a word to direct the computer to search for sources that contain the first key letters followed by 1–5 other characters. For example, *clon** tells the computer to search for sources that contain *clon* followed by 1 to 5 other letters, such as in *clone*, *clones*, *cloned*, and *cloning*.

You can also use this technique when you aren't sure how to spell a word. For example, you could use *Doll** if you weren't sure whether the first cloned sheep was named *Dollie* or *Dolly*.

- **Two asterisks (**):** Type two asterisks after the first key letters of a word to direct the computer to conduct an open-ended search. For example, *clon*** tells the computer to search for sources that contain *clon* followed by any number of letters and characters. The sources will include the words *clone*, *clones*, *cloned*, and *cloning*, as well as such terms as *clone wars*, *cloning: the science of*, *cloning pets*, *clone codes*, and *clone saga epic*.
- **Question mark (?):** Use a question mark (?) anywhere in a keyword to replace one letter or character. Using a question mark is helpful when you want to search for various spellings of a word. For example, a search for *wom?n* will produce sources that contain both *woman* and *women*.

Title Search For a title search, you will enter the title, starting with the first two or three important words in the title. Ignore *A*, *An*, and *The* at the beginning of a title. For the book *The Digital Age: 1947–Present Day*, you would type the following:

Digital Age

Author Search For an author search, you will enter the author's last name first, followed by a comma and the first name. For author Charlie Samuels, you would type the following:

Samuels, Charlie

When you enter titles and names, be sure the words you type are spelled correctly. A computer catalog can't recognize misspelled words. It will search for exactly what you type.

If you need help with the computer catalog of your library, you can always ask a librarian for help. Many libraries also offer classes on how to use the library's computer catalog and other databases.

Understanding Search Results

After you enter the keyword(s) of a subject, the title, or the author's name, the screen will show you a list of related sources that are available at the library or libraries you selected. Let's say you're doing research on cloning and you've started a subject search by typing in the keyword *cloning*. The screen will show you a list similar to the one that follows.

Keywords (1-12 of 21)		
Afterschool charisma / Kumiko Suekane; [translation, Camellia Nieh]. Suekane, Kumiko. San Francisco, Calif. : Viz Media, c2009- v. : chiefly ill. (some col.) ; 21 cm	Find It Request It Add to List	c2009- 
Star Wars, the Clone Wars, Clone commandos [videorecording] / Lucasfilm, Ltd. [United States] : Warner Home Video, 2009. 1 videodisc (88 min.) : sd., col. ; 4 3/4 in. DVD, widescreen.	Find It Request It Add to List	2009 
Genetics in medicine / Andrew Solway. Solway, Andrew Milwaukee, WI : World Almanac Library, 2007 64 p. : col. ill. ; 27 cm. Website	Find It Request It Add to List	2007 
Point blank / Anthony Horowitz Horowitz, Anthony, 1955- New York Speak, 2006. 274, 17 p. ; 20 cm.	Find It Request It Add to List	2006 
Artemis Fowl. 4, The Opal deception [sound recording] / Eoin Colfer. Colfer, Eoin New York : Random House/Listening Library, p2005 6 sound discs (ca. 72 min. each) : digital; 4 3/4 in.	Find It Request It Add to List	p2005 

The first row of the screen display on page 413 shows that the computer found 21 sources about the keyword *cloning*. The rows that follow show the entries for sources 8–12. The title in each entry appears in blue and is underlined to indicate that it is a link you can click on to see more information. If the source is in a format other than a book, the title line identifies the format in brackets. For example, the entry for source 9 above shows [*videorecording*] after the title and a DVD icon in the last column to indicate the format.

Beneath the title line in each entry is the author and/or publishing information. The entry may also include the number of pages in a book; the size of a book; whether it has illustrations, an index, a glossary, or a bibliography; the number of discs in a video or sound recording; and the number of minutes on each disc.

To find facts about cloning, you should look for nonfiction sources. Because only the title, author, format, and publishing information appears on the screen, you should click on the title link to see a more detailed description of the source. The screen on the following page shows the detailed description that appears when the link *Genetics in medicine / Andrew Solway* is clicked.

Author [Solway, Andrew.](#)
Title **Genetics in medicine**
Pub. Info. Milwaukee, WI: World Almanac Library, 2007.
Edition North American ed.

LIBRARY / LOCATION	CALL NUMBER	AVAILABILITY
Calumet Park Juv	616.042 SOL/Y	ON SHELF
Elmhurst Juv	J 616.042 SOL	ON SHELF
Grande Prairie Juv	J 616.042 SOL	ON SHELF
Harvey Juv	J 616.042 SOL	ON SHELF
Homewood Juv	J 576.5 SOL	ON SHELF
Justice Juv	J 616.042 SOL	ON SHELF
Lyons Juv	JUV 616.042 SOL	ON SHELF
Northlake Juv	J 616.042 SOL	ON SHELF
Orland Park Juv	J 616.042 SOL	ON SHELF
Palos Hgts Juv	J 616.042 SOL	ON SHELF

View additional copies or search for a specific volume/copy

Edition North American ed.

Phys.Desc. 64 p. : col. ill. ; 27 cm.

Series Cutting edge medicine.
[Cutting edge medicine.](#)

Note Includes bibliographical references (p. 62) and index.

Contents What is genetics? -- From genes to characteristics -- Genetic engineering -- Genetic disorders -- Cloning -- Combating aging -- The future of genetic engineering.

Subject [Medical genetics -- Juvenile literature.](#)

Standard # 9780836878653 (lib. bdg.)
 0836878655 (lib. bdg.)

The detailed description may include a list of libraries that contain the source, as well as the call numbers for that source and a description of its availability. (**Call numbers** are numbers and letters used to classify books. They're explained on pages 417–421.) If the source isn't marked "fiction," then you know that it is nonfiction. Library catalogs often use the word *juvenile* to indicate books that are suitable for teens and children. If the word *juvenile* or the letters *JUV* or *J* don't appear, then you know that the source is meant for adults. For example, the screen above shows that the nonfiction book *Genetics in Medicine* is available on the shelf in juvenile literature at the 10 libraries listed.

The detailed description may also include links to other sources related to your subject or author. For example, the screen above shows that the author's name *Solway, Andrew*, is a link. You would click on that link to see other books and materials written by Andrew Solway. The screen also shows that *Cutting edge medicine* and *Medical genetics* are links to other sources on these subjects.

Either print out or write down the call numbers for the sources you want. Then go to the location in the library, such as the teen (or young adult) nonfiction section, and find the shelf with call numbers for the source you want. For example, for a book with call number *J 616.042 SOL*, find the shelf with call numbers between 610 and 620. Then look down the rows for the book marked *616.042 SOL*. The books are in numerical and alphabetical order, so it's easy to find the one you're looking for. Glance through the table of contents or index to be sure this book will help you learn more about cloning.

CARD CATALOGS

Some libraries have card catalogs instead of online computer catalogs. Card catalogs are stored in long, narrow drawers. The drawers hold two or more small cards for every book in the library. The cards are arranged alphabetically. Fiction books have two cards each. One lists the book by its author, and one lists the book by its title. Non-fiction books have at least three cards each. These cards list the book by its author, its title, and its subject or subjects.

The cards list the same information as the computer catalog. However, they don't tell you whether someone has checked out the book. A library may separate its card catalog into two categories: subject cards in one category and author and title cards in another. Often cards are cross-referenced, listing other available sources on the same subject or a related topic. A card catalog might also have separate cross-reference cards, filed alphabetically and listing related topics.

24.2 LOCATING BOOKS

The purpose of call numbers is to help you locate books. Most school and community libraries use call numbers based on the Dewey decimal system. Many college and university libraries use call numbers based on the Library of Congress system.

DEWEY DECIMAL SYSTEM

The Dewey decimal system was created in 1876 by a librarian named Melvil Dewey. This system divides nonfiction books into ten categories.

DEWEY CATEGORIES

NUMBERS	CATEGORY	EXAMPLES OF SUBCATEGORIES
000–099	General Works	encyclopedias, bibliographies, periodicals, journalism
100–199	Philosophy	philosophy, psychology, personality
200–299	Religion	mythology, bibles
300–399	Social Sciences	sociology, education, government, law, economics, vocations, customs
400–499	Language	dictionaries, languages, grammar
500–599	Pure Sciences	chemistry, astronomy, biology, mathematics
600–699	Technology and Applied Sciences	medicine, engineering, agriculture, home economics, business, radio, television, aviation
700–799	Arts	architecture, painting, music, photography, recreation
800–899	Literature	poetry, plays, essays, criticism
900–999	Geography and History	geography, history, travel

Let's say you want to know more about James Thurber. You'd begin by entering his last name as a keyword in a computer catalog or by looking under *T* in a card catalog.

The library might have many books by Thurber and about Thurber. One book might be *My Life and Hard Times*, a book by James Thurber. This book is placed in the 800 category, literature. Literature is broken into subcategories; for example, 810 is American literature, and 820 is English literature. James Thurber was an American author, so *My Life and Hard Times* has a call number in the 810s: 817 *THU*.

Some subcategories of the Dewey system contain hundreds of books. To make sure each book has its own call number, a decimal point and more numbers (and sometimes letters) are added to the number of the subcategory. For example, the book about genetics by Andrew Solway has a call number of *616.042 SOL*. Many libraries also add the first three letters of the author's last name to the call number, such as *SOL* for Solway or *THU* for Thurber.

Library Tip

Two librarians may assign the same book to different Dewey categories. That's why books may have different call numbers in your library than those noted here.

Our imaginary library has another book, a biography called *Remember Laughter: A Life of James Thurber*, by Neil A. Grauer. Its call number is *B Thurber James*. The *B* (or *BIOG* or *BIOGRAPHY*) at the beginning of a Dewey decimal call number identifies the book as biography. Some libraries group their biographies together in a separate section of the library. Often there is a biography section in the adult stacks as well as in the teens (or young adult) section and the children's section. Biographies are shelved alphabetically according to the subject of the book. *Remember Laughter: A Life of James Thurber* is located in the *T* section of the biographies.

The library also has a book called *Thurber: A Biography*, by Burton Bernstein. It, too, has a call number of *B Thurber James*. Two biographies with the same call number but different authors are shelved alphabetically by the last name of the author. That puts Bernstein's book before Grauer's book in the *T* section of the biographies.

One book of short stories by James Thurber, *92 Stories*, is located in the fiction section. Most libraries using the Dewey system identify fiction with the call number *F*, *Fic*, or *Fiction*. The call number also includes the first three letters of the author's last name or the author's entire last name. The call number of *92 Stories* is *Fic Thurber*.

Fiction is shelved alphabetically by the authors' last names. Books by the same author are shelved by the first important word in each title, ignoring *A*, *An*, and *The*. (The book *92 Stories* is shelved as if the number were spelled out: *Ninety-two*.)

Reference books, such as encyclopedias, have an *R* or *Ref* before their call numbers. This means you cannot check out these sources and must use them in the library.

LIBRARY OF CONGRESS SYSTEM

The Library of Congress system divides books into twenty-one categories. Each category is represented by a letter as shown in the chart on the following page. Like the Dewey decimal system, the Library of Congress system has subcategories identified by a second letter. For example, *N* is the category for fine arts. You would look under *NA* for books about architecture, *NB* for sculpture, *ND* for painting, and so on. Numbers added to the letter combinations identify more specific categories.

LIBRARY OF CONGRESS CATEGORIES

LETTER	CATEGORY	LETTER	CATEGORY
A	General Works	N	Fine Arts
B	Philosophy and Religion	P	Language and Literature
C–F	History	Q	Science
G	Geography and Anthropology	R	Medicine
H	Social Sciences	S	Agriculture
J	Political Science	T	Technology
K	Law	U	Military Science
L	Education	V	Naval Science
M	Music	Z	Bibliography and Library Science

In one library using the Library of Congress system, Neil A. Grauer's book, *Remember Laughter: A Life of James Thurber*, has a call number of *PS 3539.H94*. *P* stands for the general category of Literature, while *S* indicates a work by an American author. The next letter and numbers, *.H94*, is a code that stands for the author and the specific book.

Note that in the Library of Congress system, biographies are not filed separately but with the other books. Therefore, the call numbers of the biographies for *Thurber* begin with *PS*, indicating an American author.

FINDING INFORMATION IN NONFICTION BOOKS

Nonfiction books contain various sections that you can use to decide whether a source will be useful to you. Not every book contains all the sections described below.

Information About a Book

To find information about a book, check the following parts:

The **title page** contains the book title, the author's name, and usually the publisher.

The **copyright page** gives the publication or copyright date. This page is usually printed on the back of the title page. Check the copyright date to see how current the information in the book is.

The **table of contents** lists the main topics covered in the book. This section may help you decide whether the book has the information you're looking for.

The **foreword**, **introduction**, or **preface** is written by the author or an expert in the same field. This section may explain the purpose of the book or the author's outlook on the subject.

Information in a Book

To find information in a book, check the sections below:

The **index** lists alphabetically the people, places, events, and other important topics mentioned in the book. The pages where you can find references to these topics are also given in the index.

The **glossary** lists terms in the book alphabetically and defines them.

The **bibliography** suggests additional research sources that you might use. It may also include the sources for information found in the book itself.

The **appendix** contains additional information related to the book, such as maps, charts, illustrations, and graphs.

The **afterword** or **epilogue** is used by some authors to make a final statement about the book or offer additional findings.

24.3 LOCATING ARTICLES IN NEWSPAPERS AND MAGAZINES

You can find the latest information on a topic in newspapers, magazines, and journals. The two tools described below will make your search easier.

COMPUTER DATABASES

Many libraries have computers in a reference section that you can use for online references. These computers contain databases holding collections of magazine, journal, and newspaper articles. Most of these databases allow you to search by topic, by type of publication, or by specific publication. Some programs allow you to select the years you want to search, so you can see only the magazines or newspapers within that period of time. You usually can narrow your search to a specific magazine or newspaper, such as the *New York Times*. Some databases may allow you to review the table of contents of one issue of a magazine and read any of the articles that interest you.

To search for information in a database, begin by entering a key word. The database will then list articles about that topic. The listing usually includes the title, the author, the publication, the date, and a sentence or two about the article. You can select any articles that seem useful. Then the database will allow you to read a brief summary or the whole article on the computer screen. For a small fee, you can print a copy of the article.

READERS' GUIDE TO PERIODICAL LITERATURE

In addition to computer databases, some libraries may have the print edition of the *Readers' Guide to Periodical Literature*. This guide includes titles of articles from about two hundred magazines and journals. Both subjects and authors are listed alphabetically and cross-referenced.

An update of the print edition of *Readers' Guide* is published every two weeks. Information about all the articles published that year is reprinted in a hardbound book at the end of the year. The guide is also available online so you can search using a computer.

Libraries often keep issues for the current year in their newspapers and magazines section. Issues from the previous year to five years may be stored in a different area. Older issues may be on **microfilm** (a roll or reel of film) or **microfiche** (a sheet of film). Both types of film must be inserted into special projectors that enlarge the pages so that you can read them easily. Many libraries have converted their microfilm and microfiche collections to digital microform versions that can be viewed on computers. For a small fee, you can usually print copies of articles from microfilm, microfiche, and microform to take home.

Evaluating Tip

Not every book in the library or article in library databases offers current, reliable information. The tips below will help you avoid sources that have outdated information or biased opinions.

1. **Evaluate the author of each source of information.** Look for information about the author's background. Consider whether this person is an expert or just someone with many opinions.
2. **Make sure the information is directly related to your topic.** If you try to include facts that are slightly off your topic, your report will seem unorganized.
3. **Check the publication date.** You may use older sources for information that's not likely to change, such as facts about the battles of World War II. However, your sources must be as recent as possible for topics that are in today's headlines.

4. **Evaluate the author's thinking.** Are the "facts" in a source really facts, or are they just opinions? Can they be proved or disproved? Does the author offer evidence to support his or her ideas?
5. **Gather information on the same topic from several sources.** By doing this, you'll discover different opinions on the issue or topic, but the facts should remain the same.

24.4 USING OTHER REFERENCE SOURCES

GENERAL REFERENCE SOURCES

General reference sources are easy to use and provide information on thousands of topics. Many general reference sources are available in both print and digital formats. Below are some excellent examples of general reference sources.

TYPE OF REFERENCE	EXAMPLES
General Encyclopedias General encyclopedias fill many volumes. Subjects are arranged alphabetically. An index at the end helps you find topics.	<i>World Book Encyclopedia</i> <i>Encyclopaedia Britannica</i> <i>Collier's Encyclopedia</i> <i>Grolier Encyclopedia</i>
Specialized Encyclopedias Specialized encyclopedias focus on specific topics. You might be surprised at the number of specialized encyclopedias available.	<i>Van Nostrand's Scientific Encyclopedia</i> <i>Encyclopedia of Opera</i> <i>Encyclopedia of Vitamins, Minerals, and Supplements</i> <i>Encyclopedia of the Geological Sciences</i>

TYPE OF REFERENCE	EXAMPLES
Almanacs and Yearbooks Almanacs and yearbooks are usually published annually. They provide current facts and statistics. Check the most recent issues for the latest information.	<i>Information Please Almanac</i> <i>World Almanac and Book of Facts</i> <i>Guinness Book of Records</i> <i>Statistical Abstract of the United States</i>
Atlases Atlases may contain current or historical information. They include maps and statistics about countries, climates, and other topics.	<i>Hammond World Atlas</i> <i>Cambridge Atlas of Astronomy</i> <i>Historical Atlas of the United States</i> <i>Goode's World Atlas</i> <i>National Geographic Atlas of the World</i> <i>Atlas of World Cultures</i>
Biographical References Biographical reference works include brief histories of notable people, living or dead.	<i>Contemporary Authors</i> <i>American Authors 1600–1900</i> <i>Cyclopedia of Literary Characters</i> <i>Webster's New Biographical Dictionary</i> <i>Biographical Dictionary of World War I</i> <i>Biographical Dictionary of World War II</i>
Government Publications Some large libraries have government publications on agriculture, population, economics, and other topics.	<i>Catalog of United States Government Publications</i> (Also available online)
Books of Quotations In a book of quotations, you can find quotations by famous people or about certain subjects. The quotation from Samuel Johnson at the beginning of Part Four was taken from <i>The Harper Book of Quotations</i> .	<i>Bartlett's Familiar Quotations</i> <i>The Harper Book of Quotations</i> <i>The Oxford Dictionary of Quotations</i> <i>The International Thesaurus of Quotations</i>

PLANNING LIBRARY RESEARCH

1. Start early. If you wait, other students may have checked out the sources you want to use.
2. Begin with the general reference sources rather than those that deal with specific fields or topics. A general source will offer an overview of your topic. It may provide all the information you need, or it may guide you to additional sources.
3. List the sources you want to check and mark each one off your list after you've examined it so you won't check the same source twice.
4. Take careful notes and include the title, author, publisher, publication date, and page number of each source. (See pages 357–358 for more information about compiling note cards and source cards.)
5. Talk with the librarian about your project, its purpose, its length, and the kinds of sources you have been asked to use. Describe what you've done so far and be ready with specific questions you'd like answered. Librarians can often suggest valuable references you haven't considered and perhaps help you locate them.

24.5 MAKING THE MOST OF WORD RESOURCES

A dictionary and a thesaurus can help you put more words on the tip of your tongue and at the tip of your pencil. Both references are essential tools for writers and both references are available in print and digital formats.

KINDS OF DICTIONARIES

You may not know that there are many kinds of dictionaries. Most of the dictionaries you've seen in school, in public libraries, and online are general dictionaries that include words from general English for a general reader. There are

also specialized dictionaries that define only words used in a particular field, profession, art, or craft.

General Dictionaries

General dictionaries fall into the following categories:

School dictionaries contain fewer than 90,000 entries. They focus on common words and offer easy-to-understand definitions.

College dictionaries have about 150,000 entries. These references are used in homes, schools, and businesses. They answer most questions about spelling, and they offer a variety of definitions.

Unabridged dictionaries contain more than 250,000 entries and often fill several volumes. They are generally located in libraries and include extensive definitions and word histories.

Digital dictionaries often contain millions of definitions and meanings that you can access online at no cost. In addition to definitions, these online dictionaries often provide audio pronunciations, example sentences, and word origins.

Specialized Dictionaries

Specialized dictionaries list words used in a particular field. Following are some examples of the many kinds of specialized dictionaries.

Dictionary of Art Terms

Dictionary of Dog Terms

Dictionary of Inventions and Discoveries

Dictionary of Sports Idioms

Dictionary of Symbolism

Facts on File Dictionary of Allusions

WORD ENTRIES IN GENERAL DICTIONARIES

General print dictionaries contain entries in alphabetical order. Digital dictionaries usually present only the entry for the word you searched. An **entry** is a single word or term

along with its pronunciation, definition, and other information. When you look up a word in a dictionary, you are looking for its word entry.

Finding Words in a Print Dictionary

The guide words at the top of each dictionary page can help you find words quickly. Guide words are the first word and the last word on the page. If the word you're looking for falls between these words alphabetically, it will be on that page.

For example, let's say the guide words on a page are *lintel* and *lisp*. You'll find the words *lioness*, *lip-synch*, and *liquid* on this page. However, *linguistic* comes before *lintel*, so it will be on an earlier page. *Lithium* comes after *lisp*, so it will be on a later page.

If you're looking for a phrase beginning with *St.*, the abbreviation will be spelled out: *Saint*. Look for *Saint Bernard*, not *St. Bernard*.

Search Tip

When you can't find the word you're looking for, consider these possibilities:

1. The word might have silent consonants, such as the *k* in *knight*, the *b* in *doubt*, or the *gh* in *blight*.
2. A consonant in the word might have an unusual spelling. For example, the *k* sound can be spelled with *k* (*kindness*), *c* (*contract*, *lecture*), *ck* (*mackerel*), or *ch* (*chrysanthemum*, *chrome*).
3. A vowel in the word might have an unusual spelling, such as the first vowel sound in *beautiful* and *eerie*.
4. Your dictionary might not contain enough entries. An unusual word might not be listed in a school dictionary, for example.

Understanding Dictionary Entries

Let's analyze a dictionary entry to see what kinds of information it offers.

1 2 3 4 5

in•fer (in fur') *v.* in•ferred, in•fer•ring 1. to conclude by reasoning from facts known or assumed: *I infer from your frown that you're angry.* 2. to guess: *We inferred that the stranger was our new teacher.*

6 —in•fer•able (in fur'ə bəl) *adj.* —in•fer•er (in fur'ər) *n.* [from Middle French *inferer*, from Latin *inferre*, literally, "to carry or bring into," from *in-* + *ferre* "to carry"] 7

8 **Synonyms:** *Infer*, *deduce*, and *conclude* all mean "to arrive at a conclusion." *Infer* implies arriving at a conclusion based on specific facts. *Deduce* includes the special meaning of drawing a conclusion from a general idea. *Conclude* suggests arriving at an inference based on a chain of reasoning.

1. **The Entry Word:** The entry word itself shows the correct spelling of the word. A raised dot or a blank space within the entry word shows where the word may be divided at the end of a line of writing. The entry word will also show you when a compound word should be written as one solid word (as in **landfill**), when it should be hyphenated (as in **land-poor**), and when it should be written as two words (as in **land mine**).
2. **The Respelling:** The respelling, or pronunciation, is shown immediately after the entry word. An accent mark follows the second syllable in *infer* to show that the second syllable should be stressed in pronouncing the word. So that you can check the pronunciation of the letters and symbols in the respelling, a pronunciation key is shown on every page or every other page in most dictionaries.
3. **Part of Speech Label:** An abbreviation in italic type gives the part of speech of the entry word. The

abbreviation *v.* stands for *verb*; *adj.* stands for *adjective*; and *n.* stands for *noun*.

4. **Inflected Forms:** Inflected forms include plurals of nouns, principal parts of verbs (past, past participle, and present participle), and comparative and superlative forms of adjectives and adverbs. These forms are included in a dictionary entry only when they have irregular spellings. When the past and the past participle of a verb are the same, only one form is shown for both. The sample entry shows that *inferred* is the past form and the past participle of *infer*, and *inferring* is the present participle. These forms are considered irregular because the final consonant is doubled when the ending is added.

This part of a dictionary entry can help you spell irregular plural forms, such as *quizzes* for *quiz* and *rodeos* for *rodeo*. This section will also show you when to double a final consonant (*stop, stopping; sad, sadder*), when to drop a final *e* (*dine, dining*), and when to change a final *y* to *i* (*easy, easiest*) before adding an ending.

5. **Definitions:** Definitions are the heart—and the longest part—of a dictionary entry. If an entry word has more than one meaning, each definition is numbered. Example sentences are often included to make meanings clearer.
6. **Run-on Entries:** Definitions in a dictionary entry may be followed by one or more run-on entries. A run-on entry is a form of the entry word to which a suffix has been added. In the sample dictionary entry, **in•fer•able** and **in•fer•er** are run-on entries. Each run-on entry is preceded by a dash and followed by its pronunciation and its part of speech. The meanings of these words can be inferred by combining the meaning of the entry word and the meaning of the suffix. (See the list of suffixes and their meanings on pages 319–320.)
7. **Etymology:** Many dictionary entries include an etymology, which gives the origin or history of the word.

The entry for *infer* explains that this word is based on a Middle French word. The Middle French word was based on a Latin word with a literal meaning of “to carry or bring into.” When you infer, you carry or bring your knowledge into a new situation. You use what you know to reach a conclusion. You can see that the Middle French and Latin versions of the word are both similar to the English spelling.

8. **Synonyms:** Some dictionary entries list synonyms, or words with the same or nearly the same meanings. Understanding small differences in meaning will help you use the right word in the right place. Some dictionaries also include antonyms, words with opposite meanings.

Some words have more than one meaning or word history; some may be used as more than one part of speech. In such cases, a dictionary may have multiple entries for a word. Let’s look at three entries for the word *rest*:

- ¹**rest** (restʹ) *n.* 1. REPOSE, SLEEP 2. freedom from activity or disturbance 3. something that acts as a stand or a support 4. a place for resting or lodging 5. *Music.* a silence between musical notes 6. a brief pause in reading [Middle English, from Old English; akin to Old High German *rasta* “rest”]
- ²**rest** *v.* 1. to get rest by lying down or stopping activity 2. to lie dead 3. *Farming.* to remain idle or without a crop 4. *Law.* to finish presenting evidence in a legal case: *The defense rests, Your Honor.*
- ³**rest** *n.* something that remains over; REMAINDER: *Jada ate the rest of the fruit salad.* [Middle English, from Middle French *reste*, from *rester* “to remain,” from Latin *restare*, from *re-* + *stare* “to stand”]

Numbered Entries Notice the small raised numeral to the left of each entry word in the preceding dictionary sample. This number indicates there is more than one entry for the word. Some dictionaries show separate entries for each part of

speech. Some show separate entries for each meaning that has a different word history, or etymology.

In the first and second entries, the meanings have to do with pausing, sleeping, or remaining idle, but the entry words are different parts of speech. The third entry word is the same part of speech as the first, but the word's meaning and its etymology are different.

Cross-References Synonyms within an entry are sometimes printed in small capital letters. In the entries for *rest*, the words *repose*, *sleep*, and *remainder* are synonyms for specific meanings of *rest*. You can learn more about these meanings of *rest* by looking up the words in small capital letters.

Subject Labels Some dictionary entries include subject labels. A subject label preceding a definition indicates that the definition applies to the subject named. In the sample entries for *rest*, there are three subject labels. In ¹*rest* definition 5 applies to music. In ²*rest* definition 3 applies to farming, and definition 4 applies to law.

The chart on the following page gives examples of other kinds of information you may find in a dictionary entry.

TYPE OF INFORMATION	DESCRIPTION	EXAMPLE FROM AN ENTRY
Capitalization	Indicates that certain uses of a word should be capitalized	earth ... <i>Often capitalized.</i> the planet that is third in order from the sun
Out-of-date label	Identifies meanings that are no longer used or used only in special contexts	anon ... <i>Archaic.</i> at once; immediately
Style label	Indicates a meaning that is appropriate only in a very informal context	cool ... <i>Slang.</i> very good; EXCELLENT
Regional label	Indicates a meaning used in a certain geographical area	bon•net ... <i>British.</i> an automobile hood
Usage note	Offers guidelines for using—or not using—a word	ain't ... Although inappropriate in formal speech or writing, <i>ain't</i> is sometimes used to attract attention or add humorous emphasis.

OTHER KINDS OF INFORMATION IN GENERAL DICTIONARIES

You can find other kinds of information in the back of some dictionaries. Here is a list of some of the kinds of information you may find in a dictionary.

Biographical Names

Do you remember James Thurber? Who was he? When was he born? When did he die? A section of biographical names gives the spelling and pronunciation of thousands of

people's names, from Berenice Abbott (an American photographer who lived from 1898 to 1991) to Stefan Zweig (an Austrian writer who was born in 1881 and died in 1942).

Geographical Names

How do you pronounce *Kilimanjaro*? What is it, and where is it? In a section of geographical names, you can find the correct spelling, pronunciation, and location of countries, cities, mountains, lakes, rivers, and other geographical features. Entries range from Lake Abitibi, in Ontario, Canada, to Zimbabwe, a country in southern Africa.

Abbreviations, Signs, and Symbols

Is the postal abbreviation for Maine MA, MN, or ME? A dictionary may include lists of abbreviations, signs, and symbols. Check this section if you can't remember, for example, what NOAA stands for (National Oceanic and Atmospheric Administration) or what the symbol & means (*and*).

Style Handbook

Some dictionaries include a style guide. This section may include rules for spelling, punctuation, and capitalization. It may also include other matters of writing style. Investigate your dictionary to find out what it has to offer.

THESAURI

A thesaurus lists **synonyms**, or words with the same or nearly the same meaning. Thesauruses are available in both print and digital formats. A print thesaurus may be organized in dictionary style or traditional style. A digital thesaurus may present entries in alphabetical order.

Print Format

A thesaurus in print, or book, format will be organized in either dictionary style or traditional style.

Traditional Style Let's say you've used the word *continue* several times in a report, and you want to find a synonym. To use a traditional thesaurus, begin by looking in the index. There you might find these choices:

continue endure 110.6

protract 110.9

go on 143.3

extend 201.9

persevere 623.2

Let's say that *extend* seems like a good word to replace *continue* in your report. You could use *extend*, or you could look in the front of the book under 201.9 for more choices. Guide numbers at the top of each page help you find the number you want quickly. They're similar to a dictionary's guide words.

On the page with the guide numbers 201.3–203.7, you find paragraph 201.9, a group of synonyms for *extend*. The most commonly used words are printed in bold type.

VERBS **9. lengthen, prolong, prolongate, elongate, extend**, produce [geom.], **protract**, continue, lengthen out, let out, **draw out**, drag out, string out [coll., U.S.], spin out; **stretch**, draw; tense, strain.

A page in the back of the thesaurus explains that *geom.* stands for *geometry* and *coll.* stands for *colloquial*, or *informal*.

Dictionary Style A dictionary-style thesaurus is organized much like a dictionary. Using the guide words at the top of the page, locate the word *continue*. Checking the front of the book, you learn that an asterisk (*) indicates that a term is colloquial or slang.

CONTINUE

Verb. **1.** [To persist] persevere, carry forward, maintain, carry *or* roll *or* keep *or* go *or* run *or* live on, never stop, sustain, remain, press onward, make headway, move ahead, *leave no stone unturned; see also ADVANCE.

Antonyms: cease, end, give up

2. [To resume] begin again, renew, begin *or* carry over, return to, take up again, begin where one left off, be reinstated *or* restored; see also RESUME.

Antonyms: discontinue, halt, postpone

Digital Format

A digital, or computer, thesaurus requires you to type into a search box the word for which you want a synonym. Although each thesaurus program presents synonym entries a little differently, most will display entries by definition and synonyms alphabetically. Each entry identifies the part of speech, one or more definitions, and a list of synonyms with similar meanings. Some or all of the synonyms may link to other words. Linked words may be underlined or a different color. You can click on linked words to see additional entries for the word you clicked.

Let's say you've typed *continue* into the thesaurus search box. You might see the following entries:

Entry: **continue**
 Part of speech: *verb*
 Definition: to extend
 Synonyms: drag out, draw out, elongate, extend, lengthen, lengthen out, let out, produce, prolong, prolongate, protract, spin out, stretch, string out

Entry: **continue**
 Part of speech: *verb*
 Definition: to resume
 Synonyms: begin, begin again, begin over, begin where one left off, carry on, carry over, reinstate, renew, restart, resume, return to, take up again

Accessing Digital Resources

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When you're looking for up-to-date information, electronic resources can provide an excellent starting point. The Internet is an increasingly important source of information for people of all ages around the world. CD-ROMs and other digital resources that are not connected to the Internet also offer vast amounts of information.

The Internet is a computer-based, worldwide information network. The World Wide Web, or WWW, is software that determines what is displayed on the Internet. Working together, the Internet and the World Wide Web allow you to gather information without leaving your home, school, or library.

UNDERSTANDING ADDRESSES

The information on the Internet is organized by locations, or sites. Each site has its own address. An address is also called a Uniform Resource Locator, or URL. Most addresses begin with *http://*, which stands for “hypertext transfer protocol.” The *http* identifies a way in which information is exchanged among computers connected by the Internet. The last part of an address, or its suffix, indicates the type of site it is. The chart on the following page lists some of the suffixes in use:

SUFFIX	TYPE OF SITE
.com	commercial
.edu	educational
.gov	government
.mil	military
.net	network organization or Internet service provider
.org	organization

ACCESSING WEB SITES

Let's say you're connected to the Internet, and you want to view the information at a certain site or address. You can enter the address on the computer screen and be connected to the site.

You can also access specific reference sources, such as the *New York Times* or *Encyclopaedia Britannica*, in this way. Some of these sources are free. For others you must subscribe and perhaps pay a fee. A screen will explain any extra charges that are required. Then you can choose whether to continue.

Evaluating Tip

No one oversees Web sites to make sure they offer accurate information. You must evaluate each site yourself. First, review the “Evaluating Tip” on pages 424–425. The tips listed there also apply to Internet sources. The following tips will also help you evaluate Internet sources.

1. Determine whether a Web site actually relates to your topic. A search engine will use every possible meaning of your keyword to produce its list of sites.
2. Check the source of the information at a Web site. (You may have to press the “back” key several times to identify a source.) Many Web sites are personal pages. Just because you find information on the Web doesn’t mean it’s true or accurate.
3. Evaluate the accuracy and fairness of the information on a Web site. Is it based on more than one source? Are differing opinions included? After doing some of your own research elsewhere, are you aware of important information that was omitted from the site? Does the site include a bibliography and links to other sites? The answers to these questions can help you decide whether to use that source.

COMMON CORE STATE STANDARDS CORRELATION

Writing	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	Persuasive Essay, pp. 324–333
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Persuasive Essay, pp. 324–333
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Persuasive Essay, pp. 324–333
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Persuasive Essay, pp. 324–333
d. Establish and maintain a formal style.	Persuasive Essay, pp. 324–333
e. Provide a concluding statement or section that follows from and supports the argument presented.	Persuasive Essay, pp. 324–333

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368
e. Establish and maintain a formal style.	Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Narrative, pp. 369–381

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Narrative, pp. 369–381
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Narrative, pp. 369–381
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Narrative, pp. 369–381
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Narrative, pp. 369–381
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Narrative, pp. 369–381
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Persuasive Essay, pp. 324–333 Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368 Narrative, pp. 369–381

<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Persuasive Essay, pp. 324–333 Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368 Narrative, pp. 369–381</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Persuasive Essay, pp. 324–333 Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368 Narrative, pp. 369–381</p>
<p style="text-align: center;">Research to Build and Present Knowledge</p>	
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Research Report, pp. 353–368</p>
<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Response Essay, pp. 334–342 Research Report, pp. 353–368</p>

a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	Response Essay, pp. 334–342
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b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	Response Essay, pp. 334–342
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Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Persuasive Essay, pp. 324–333 Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368 Narrative, pp. 369–381

Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	This standard is met throughout the book.

<p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<p>Participles and Participial Phrases, pp. 206–208 Gerunds and Gerund Phrases, pp. 208–210 Infinitives and Infinitive Phrases, pp. 210–212 Diagramming Verbals, pp. 242–244 Narrative, pp. 369–381</p>
<p>b. Form and use verbs in the active and passive voice.</p>	<p>Active and Passive Voice, pp. 111–112 Research Report, pp. 353–368</p>
<p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p>Kind of Sentences, pp. 66–68 Narrative, pp. 369–381</p>
<p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>Active and Passive Voice, pp. 111–112 Research Report, pp. 353–368 Narrative, pp. 369–381</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Capitalizing Sentences, Quotations, and Letter Parts, pp. 248–249 Capitalizing Names and Titles of People, pp. 250–251 Capitalizing Names of Places, pp. 251–253 Capitalizing Other Proper Nouns and Adjectives, pp. 253–255 Using End Punctuation, pp. 261–262 Using Commas I, pp. 262–265 Using Commas II, pp. 265–266 Using Commas III, pp. 266–268 Using Semicolons and Colons, pp. 268–270 Using Quotation Marks and Italics, pp. 270–273 Using Apostrophes, pp. 273–274 Using Hyphens, Dashes, and Parentheses, pp. 275–276 Using Abbreviations, pp. 276–278 Writing Numbers, pp. 278–280</p>

	Persuasive Essay, pp. 324–333 Response Essay, pp. 334–342 Multi-Paragraph Essay, pp. 343–352 Research Report, pp. 353–368 Narrative, pp. 369–381
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